

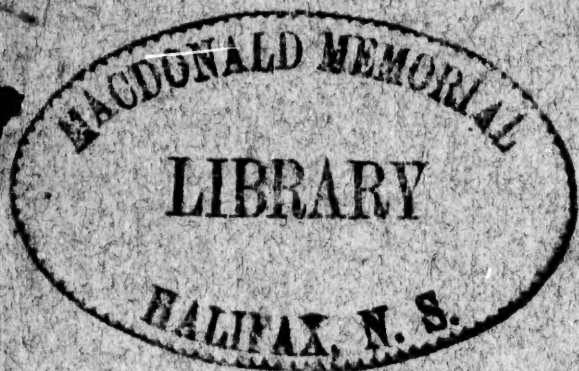
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Fighting in the Mark.



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Fighting in the Dark.



Sir Charles Frederick
PUBLISHED BY
Sir C. F. FRASER, ✓
Superintendent Institution for Blind,
HALIFAX, N. S.
1879.

Fighting in the Dark.



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27086 - March 2/33

NOVA SCOTIA PRINTING CO.
Corner Sackville and Granville Streets,
HALIFAX,

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LIVES OF
AURA BRIDGEMAN AND OLIVER CASWELL;

Dr. S. G. Howe, Director of the Perkins Institute for the
Blind, Boston, Mass., U. S.

These two persons though totally blind and deaf, and therefore speechless, succeeded in learning to work so well as to earn a livelihood. They serve excellently to illustrate the capacity of blind persons to work and thereby support themselves, and particularly so because, if they had, besides lacking sight, lacked also another important sense, can do it, a portion of those who will have, in addition, the sense of hearing, can do it.

Only three or four cases of this kind are mentioned in history, and those but vaguely, and without any distinct fact, save that of combined blindness and mutism.

The question has been discussed by writers on the philosophy of education, whether beings in human form, but so closely shorn of those senses requisite for communing with the outer world, could be taught any systematic language for such communion. The renowned Abbe Sicard, of France, naturally proud of his success, and of

his eminent authority in matters connected with the education of deaf mutes, formed the opinion, in his learned speculations, that they might be, and he made some rough observations about his mode of procedure, should such a case ever come to his knowledge. But none ever came to his knowledge, or to that of any other regular teacher, in any language with which I am acquainted. It was therefore considered as an open question whether such a person, if found, could be taught any system of signs which would serve for a language; but Sicard did not venture, I think, to suggest any way by which it could be done. I often, while reading or thinking of the matter, had asked myself the same question soon after becoming familiar with the usual methods of teaching the blind and the deaf mutes, and I resolved to make the attempt to teach the first one I should hear of. When, therefore, I read in a country paper an account written by Dr. Muzzey, of a girl in New Hampshire said to be devoid of sight, hearing and smell, I started forthwith to ascertain the facts of the case.

LAURA BRIDGEMAN.

I found in a little village in the mountains, a pretty and lively girl, about six years old, who was totally blind and deaf, and who had only a very indistinct sense of smell: so indistinct that, unlike other young deaf mutes, who are continually smelling at things, she did not smell even at her food. This sense afterwards developed itself a little but was never much used or relied upon by her. She lost her senses by

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scarlet fever so early that she has no recollection of any exercise of them. Her father was a substantial farmer, and his wife a very intelligent woman. My proposal to give regular instruction to the child seemed to be a very wild one. But the mother, a woman of considerable natural ability, animated by warm love for her daughter, eagerly assented to my proposal, and in a few days little Laura was brought to my house in Boston, and placed under regular instruction by lessons improvised for the occasion. I required her by signs which she soon came to understand to devote several hours a day to learning to use her hands, and to acquiring command of her muscles and limbs. But my principal aim and hope was to enable her to recognize the twenty-six signs which represent the letters of the alphabet. She submitted to the process patiently, though without understanding its purpose.

I will here give a rough sketch of the means which I contrived for her mental developement. I first selected short monosyllables, so that the sign which she was to learn might be as simple as possible. I placed before her, on the table, a pen and a pin, and then, making her take notice of the fingers of one of my hands, I placed them in the three positions used as signs of the manual alphabet of deaf mutes, for the letters p, e, n, and made her feel them, over and over again, many times, so that they might be associated together in her mind. I did the same with the pin and repeated it scores of times. She at last perceived that the signs were complex, and that the middle sign of the one, that is the e, differed from the middle sign of the other that is i.

This was the first steps gained. This process was repeated over and over, hundreds of times, until, finally, the association was established in her mind between the sign composed of three signs, and expressed by three positions of my fingers, and the article itself, so that when I held up the pen to her she would herself make the complex sign; and when I made the complex sign on my fingers, she would triumphantly pick up the pen, and hold it up before me, as much as to say, "This is what you want." Then the same process was gone over with the pin, until the association in her mind was intimate and complete between the two articles, and the complex positions of the fingers. She had thus learned the arbitrary signs, or the names of the two different things. She seemed conscious of having understood and done what I wanted, for she smiled, while I exclaimed, "Eureka! Eureka!" I now felt that the first step had been taken successfully, and that this was the only really difficult one, because by continuing the same process by which she had become enabled to distinguish two articles, by two arbitrary signs, she could go on and learn to express in signs two thousand, and, finally, the forty and odd thousand signs, or words in the English language.

Having learned that the sign for these two articles, *pin* and *pen*, was composed of three signs, she would perceive that in order to learn the names of other things, she had got to learn other signs. I went on with monosyllables, as being the simplest, and she learned gradually one sign of a letter from another, until she knew all

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the arbitrary, tangible twenty-six letters of the alphabet, and how to arrange them to express various objects : knife, fork, spoon, thread and the like.

Afterwards she learned the names of numerals or digits ; of the punctuation and exclamation and interrogation points,—some forty-six in all. With these she could express the name of everything, of every thought, of every feeling, and all the numberless shades thereof.

She had got the "*Open Sesame*" to the whole treasury of the English language. She seemed aware of the importance of the process, and worked at it eagerly and incessantly, taking up various articles and inquiring by gestures and looks what signs upon her fingers were to be put together in order to express their names. At times she was too radiant with delight to be able to conceal her emotions. It sometimes occurred to me that she was like a person alone and helpless in a dark, deep, still pit, and that I was letting down a cord and dangling it about, in hopes she might find it ; and that finally she would seize it by chance and cling to it, be drawn up by it into the light of day, and into human society. And it did so happen ; and thus she instinctively and unconsciously aided in her happy deliverance. After she had mastered the system of arbitrary signs, made by the various positions of the fingers used by deaf mutes and called dactylology, the next process was to teach her to recognize the same signs in types, with the outlines of the letters embossed upon their ends. Thus with types, two embossed with p, two with n, one with e, and another with i, she could, by

setting them side by side in the quadrilateral holes in the blind man's slate, make the sign pen or pin, as she wished ; and so with other signs. The next process was to teach her that when a certain kind of paper was pressed firmly upon the ends of these types, held close together and side by side, there would be a tangible sign on the reverse of the paper, as pin or pen, according to the position of the three types ; that she could feel of this paper, distinguish the letters, and so read ; and that these signs could be varied and multiplied, and put together in order, and so make a book.

Then she was provided with types having the outlines of the letters made with projecting pin points, which, when pressed upon stiffened paper, pierced through, and left a dotted outline of each letter upon the reverse side. This, she soon ascertained, could serve for writing down whatever she desired, and be read by herself, and also could be addressed to friends and sent to them by mail.

She was also taught to write letters and words with a lead-pencil, by the aid of the French writing board, which is the most simple, most effective, and cheapest method ever yet invented. This apparatus is made out of a piece of stiff pasteboard, of the size of a common sheet of letter paper, and has grooved lines or channels, about the eighth of an inch deep, running, an inch apart, transversely across the pasteboard plate. This pasteboard is inserted between the two pages of a common sheet of letter paper, and the first leaf is pressed with the forefinger into the grooves. This leaves depressions or channels,

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the upper and lower edge of which can be felt by the pencil point, and this, a little pressed, leaves it marked with an *o*, or an *i* or a *t*. The sides of the grooves also give to the paper which is pressed between them rounded edges, so that the pencil can slide upwards and downwards, over and under them, and also be guided from left to right. It would occupy more space than can be spared here to explain how, after she had learned the names of substantial nouns, or names of things in the concrete, she came to understand words expressive of the various material, or moral qualities thereof. The process was slow and difficult, but I was so aided by her native shrewdness and her love for learning new things, that success followed. For instance, she knew that some girls and women of her acquaintance were very sweet and amiable in their tempers, because they treated her so kindly, and caressed her so constantly. She knew also that others were quite different in their deportment; that they avoided or repelled her, and were abrupt in their motions and gestures while in contact with her, and might be called, therefore, sour in their tempers. By a little skill she was made to associate in her mind, the first person with a sweet apple, the other with a sour apple, and so there was a sign for a moral quality. This is a rough illustration; but it is hard to explain the process by which any children come to understand the names of things in the abstract, or moral qualities. Success came of faith and patience, and reliance upon her having the native desire and capacity for acquiring a complete arbitrary language, which desire had now become

quicken to a passion for learning new signs. Moreover I was greatly aided from the start by young lady teachers, who became in love with the work, and devoted themselves to it with saintly patience and perseverance. Then great assistance was given by the blind pupils, many of whom learned the manual alphabet and took every opportunity of using it and conversing with Laura. Thus early in the process the material and moral advantages of language began to show themselves. Without it the girls could only manifest their interest in Laura, and their affection for her, as one does with a baby, by caresses, sugar plums and other gifts, and by leading her up and down and helping her in various ways. With it they began human intercourse through regular language.

And so she went on, diligently and happily, for a score or more of years, until at last she acquired a large vocabulary of words, and could converse readily and rapidly with all deaf mutes, and all persons who could use these signs. She could read printed books readily and easily; finding out for herself, for instance, any chapter and verse of Scripture. She could also read letters from her friends in pricked type, or by the Braille system of points. She could also write down her own thoughts and experiences in a diary, and could keep up a correspondence with her family and friends by sending to them letters in pencil, and receiving their answers either in pricked letters, which she could read by the touch, or letters written with ink or pencil, which could be read to her by some confidential seeing person.

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Thus was she happily brought at last into easy and free relations with her fellow creatures, and made one of the human family.

I take this opportunity to say that Laura is now about forty-nine years old, and has for many years contrived to earn a little money by making bead-baskets and other trinkets; and she has the interest of two thousand dollars bequeathed to her by her excellent friends, Mrs. Abby, and her daughter, Abby M. Loring. She has also a home during the cold season at the Institution; but still she barely receives enough for necessary articles of dress, whereas she has a feminine delight in personal ornamentation. She loves to have showy and fashionable dresses, bonnets and the like, and trinkets for the dressing table; and it would give me great pleasure to gratify her innocent taste to a reasonable, and even to a little unreasonable, degree.

During many years Laura passed most of her time in exercises such as those just described, new ones being devised as she proceeded. She spent as many hours daily in her studies and mental work as was consistent with her health; but all the rest of the time was given to gymnastics, or learning to handle domestic implements, as the broom, the dish cloth and the needle; to sew, to knit, to braid, to occupy herself in simple house work, sweeping floors, dusting furniture, making beds; finally, to more difficult kinds of work, as crochet-work and the like. In all these things she succeeded so well that she is now capable of earning a livelihood as assistant to any kind and intelligent housekeeper who would accommodate her work to Laura's ways.

The method of instruction was of course novel and the process long and tedious, extending over several years, until she came to be able to read and understand books in raised letters ; to mark down variously shaped signs upon a grooved paper, and so write letters legible by the eye ; to attain a pretty wide command of the words of the English language, to spell them out rapidly and correctly, and to express her thoughts in visible signs, and in good English. To make all this fully understood by specimens of her style as she used the language of childhood, will require a good sized volume ; and I confine myself now merely to saying that in the course of twenty years she was enabled to do it all.

She has attained such facility for talking in the manual alphabet that I regret that I did not try to teach her to speak by the vocal organs, or regular speech. The few words she has learned to pronounce audibly, prove that she could have learned more.

I propose to give later a minute account of the instruction of this dear child, and the condition into which it has brought her, but I must limit myself here to an expression of the thought and principle which gave me courage to begin, and perseverance to finish the work.

OLIVER CASWELL.

The next case of this kind which I heard of was that of a boy named Oliver Caswell. This was after my success in developing the latent talent of Laura Bridgeman.

I immediately sought him out, and found him

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to be a comely youth, of about 8 years old, in good health, but totally blind and deaf from tender infancy, and uninstructed by any special process.

I procured his admission into our Institution ; and by the aid of the zealous and intelligent young ladies who had been engaged in training Laura, proceeded, by the same methods and contrivances as had been devised for her instruction, to develope his means of communication with others. After long, oft repeated, and patient efforts, he got hold of the thread by which he was led out of his dark and isolated labyrinth into light. He learned to express his thoughts by the manual alphabet ; to recognize the signs of letters made by the fingers of another person ; to write legible letters to his family ; to read his Bible and other books ; and also to work dexteriously at simple trades, such as making brooms and door-mats, bottoming chairs and the like. Laura herself took great interest and pleasure in assisting those who undertook the tedious task of instructing him. She loved to take his brawny hand with her slender fingers and show him how to shape the mysterious signs which were to become to him keys of knowledge and methods of expressing his wants, his feelings, and his thoughts ; so that he might have free and full communion with father, mother, brother, sister and friends of all degrees. Patiently, trustingly, without knowing why or wherefore, he willingly submitted to the strange process. Curiosity, sometimes amounting to wonder was depicted on his countenance, over which smiles would spread ever and anon ; and

he would laugh heartily as he comprehended some new fact, or got hold of a new idea.

No scene in a long life has left more vivid and pleasant impressions upon my mind than did that of these two young children of nature, helping each other to work their way through the thick wall which cut them off from intelligible and sympathetic relations with all of their fellow-creatures. They must have felt as if immured in a dark and silent cell, through chinks in the wall of which they got a few vague and incomprehensible signs of the existence of persons like themselves in form and nature. Would that the picture could be drawn vividly enough to impress the minds of others as strongly and pleasantly as it did my own! I seem to see the two, sitting side by side, at a school desk, with a piece of pasteboard, embossed with tangible signs representing letters, before them and under their hands. I see Laura grasping one of Oliver's stout hands with her long graceful fingers, and guiding his forefinger along the outline; while, with the other hand, she feels the changes in the features of his face, to find whether, by any motion of the lips or expanding smile, he shows any sign of understanding the lesson; while her own handsome and expressive face is turned eagerly towards his; every feature of her countenance absolutely radiant with intense emotions, among which curiosity and hope shine most brightly. Oliver, with his head thrown back, shows curiosity amounting to wonder; and his parted lips and relaxing facial muscles express keen pleasure, until they beam with that fun and drollery which always characterize him. Laura

shows seriousness amounting to anxiety; and expressions of hope, mingled with those of doubt and fear, depict, as in a clever pantomime, the ever-changing emotions of her awakened mind. Oliver is eagerly attentive,—wondering, and yet smiling, as if resolved that, come what may of the strange proceeding, he will get some fun out of it.

Three years wrought a strange change and wonderful improvement. They would stand face to face, as if expecting some burst of light to dispel the utter darkness, and enable them to see each other's countenance. They seemed listening attentively for some strange sound to break and dispel the perpetual and death-like silence in which they had ever lived and permit them to hear each other's voice. The expression of Laura's countenance was much more vivid than that of Oliver's, indeed, it was something painful, rather than pleasant, owing to the anxiety expressed by her singularly marked and symmetrical features, which was sometimes so intense as to beget the thought that she might be a wild young witch, or be going mad. Oliver, on the other hand, was ever placid, smiling, and frequently overflowing with jollity and fun. How changed the scene of their intercourse after four or five years' use of tangible speech had given them a great range of language, and enabled them to interchange thought and emotions easily and rapidly! Laura, quick as lightning in her perceptions of meaning and in her apt replies, would still almost quiver in her eagerness for greater speed in the flow of her companion's signs. Oliver, patient, passive,

reflective, and ever smiling, was closely attentive. As the interest increased, Laura would gesticulate with arms and hands, as well as fingers, and dance up and down upon the floor excitedly ; while Oliver's face, as he grew a little moved, would become flushed, and the perpetual smile on his lips would spread into a broad laugh, which made his pallid face the very image of fun and frolic.

No scene on the boards of a pantomimic theatre could exceed this real, living, but silent, intercourse between two sorely bereaved but happy youth, who never thought of the impression which they made upon beholders. Oliver's case was in some respects more interesting than Laura's, because, though far inferior in mental capacities, and slower in perceptions, he had an uncommonly sweet temper, an affectionate disposition, and a love of sympathy and fun, the gratification of which made him happy at heart, and clad his handsome, honest face, in perpetual smiles. But Laura, though comely and refined, in form and attitude, graceful in motion, and positively handsome in features, and although eager for social intercourse, and communion of thought and sentiment with her fellows, had not that truly sympathetic nature which distinguished Oliver. He might, and possibly did, unconsciously love her, a little ; but she never loved him, nor (as I believe) any man ; and never seemed to pine for that closer relation and sympathy with one of the other sex, which ripens so naturally into real and sympathetic love between normal youth, placed in normal circumstances.

Thus Oliver points my moral and adorns my tale here, by giving living proof that a blind and deaf mute man may pass his life usefully and happily ; and may make himself independent by the trained work of his own hands, and lay up a surplus in the bank for his old age.

THE SOCIAL CONDITION AND ATTAINMENTS OF THE BLIND.

By Stephen Babcock, of the New York Institution.

When invited by the Executive Committee of this Association, to prepare a paper on the social condition and attainments of the blind, I desired to decline the honor, and allow the work to be done by abler hands ; but a long experience in teaching the blind, as well as a practical knowledge of their privations were urged as reasons for accepting, and duty compelled me to undertake the task. An attempt to instruct or entertain an audience like this, is new experience to me ; and your indulgence is craved for the short time that I may detain you.

It is well known that a large majority of the blind lost their sight in adult life ; but a more intimate acquaintance with those who were blind from childhood, decided me to refer principally to that class.

The relative proportion of blind to seeing is so small that people in general know but little of their needs or capacities. Previous to the

establishment of schools for the blind, the opinion prevailed that little could be done to educate or elevate this class of persons; and they were left largely in a state of mendicancy.

It is not surprising that the blind themselves were usually satisfied to occupy this helpless condition; for but few of them had any knowledge of an educated blind person, and knew as little of their own capabilities as others knew of them. There have been in all ages occasions when blind persons, who being more resolute, ambitious, or fortunately situated than others, have overcome obstacles and blessed the world by their contributions to science and art; and have left their names indelibly written on the scroll of fame. While we proudly scan the pages of history, which record the deeds of the illustrious blind, we cannot forget that the work of educating the blind as a class is of comparatively recent date.

Less than one hundred years ago, God put it into the hearts of the good and true to improve the condition of the blind by establishing schools exclusively for them. Every blind person in this country or any other, who has received the benefits of an education in an Institution for the Blind, should remember, with gratitude, the name of the great philanthropist and benefactor of the blind—Valentine Haüy. The first successful effort to establish a school for the blind was made by this French gentleman in Paris, in the year 1784. His attention was drawn to their needs by observing a company of blind musicians playing about the streets, who in order to attract more attention of the passers-by,

wore spectacles with the glasses removed, and placed music before them as if they were reading. After observing the ridiculous pretensions of these men, Haüy resolved to start a school for the blind, and to devote himself to the work of their education.

The first pupil was a young man named Lessieur, who, like others of his class, was in the habit of asking alms at the church-doors; and could only be induced to enter the school by a promise of as much money as he was receiving from charity. At the end of the first year this school had twenty-five pupils; and numbered among its patrons the Mayor of Paris, and not long after Louis the Sixteenth, the then King of France, became interested in it.

In 1791 the National Assembly passed a decree, putting the institution under the charge of the State, and assigned it a dwelling in the ancient convent of the Celestines. A recent writer referring to the house in which Haüy commenced his school, says, "This house may be considered to have been the cradle of all the institutions for the blind throughout the world."

After a connection with this institution for many years, a change in the politics of the country obliged Haüy to leave the school which had grown up under his fostering care. It thus appears that the pernicious practice of changing superintendents for political reasons, is not American, but French in its origin.

This event, although injurious for a time to the blind of France, affords another instance of how the misfortunes of some may prove blessings to others; for Haüy then left France and devoted

eleven years to establishing institutions for the blind in Russia and Germany. The important work that this philanthropist performed for the blind, has been, since his death, more fully recognized; and his statue is conspicuously placed in the first institution which he founded.

In 1791 the first institution for the blind in Great Britain was established in Liverpool; it was called the School for Indigent Blind. The work has been extended, until there are now in Great Britain and Ireland forty-nine institutions for the education, or employment, of the blind.

About a half century elapsed after the first effort of Haüy, before the work of educating the blind was attempted in this country; and then it was commenced at nearly the same time in the three cities of New York, Boston and Philadelphia—New York taking the lead by a few months.

The late Dr. A. D. Lord, whose memory will long be revered, writing upon this subject, says, "The first Institutions in the United States were commenced in 1832, the work of instruction was begun in the New York City Institution, with three pupils, on the fifteenth day of March, 1832; in the New England Institution, in Boston, with six pupils, in August, 1832; in the Pennsylvania Institution, with four pupils, on the twenty-seventh of March, 1833; and in the Ohio Institution, with five pupils, on the Fourth of July, 1837."

There are now in the United States twenty-nine Institutions with an aggregate number of about twenty-two hundred pupils.

Children are creatures of imitation; and much

of their education is obtained by observing and copying others. Since the diverse appearances, the numberless acts and gestures, and many of the manners and customs of people can only be observed by sight; blind children are, from the nature of their deprivation, excluded from one of the most prolific sources of information.

True, loving friends may by persevering care, teach the blind child much, which seeing children learn with little or no help; but in a large proportion of cases, such children are allowed to grow up in ignorance of many of the prevailing manners and customs of polite society, through the misguided affection or apathetic indifference of those having their care.

Blind children thus neglected, will acquire ways peculiarly their own, which in later life are sure to make them at least, unpleasantly conspicuous. The earlier in life good manners and correct habits are formed, the more easily and gracefully are they practiced; and they do much to secure for the blind a position in good society, and to qualify them for associating with the cultivated and refined.

When awkward habits are permitted through childhood, it is difficult if not impossible, to eradicate them later in life; for this reason, if for no other, children should be received young into our Institutions, that they may be easily brought under the training and influence of experienced teachers and attendants, by whom they may be instructed in correct and genteel ways, while at an age to be easily influenced. If they cannot be placed in schools for the blind, they should be sent regularly to an ordinary primary school, and

much of the teaching in such schools being oral, there is no reason why blind children should not in most studies advance as rapidly as others in the class.

They should be taught and required to cut and prepare their food at the table, like other children, and like them have a care for their clothes to keep them properly arranged, and themselves looking neatly. They should be encouraged to associate freely with other children, to run and play with them and like them, for it is far better that they should receive an occasional hurt from a careless playmate, than to be kept secluded from their society and sports. They should learn to travel alone in the public streets; as this practice may, later in life, be of great assistance, and save them from many annoyances when attending to business.

It is more pleasant to walk with a seeing companion; but to be entirely dependent upon a guide, is a condition of helplessness that should be strenuously avoided.

In the education of the blind we should strive as much as possible to counteract the effects of their peculiar privation, should endeavor to lead them into the same channels of thought and action with those who can see, to connect them more and more with the rest of the world, and to save them as far as possible from the appearance of singularity.

This idea has not been understood in all schools for the blind. Instead of cultivating habits of association with the seeing, customs have prevailed which had an opposite tendency. For example: There was a blind young man, and his

sister who could see, employed as teachers in one of our Institutions. The brother held the more responsible position ; but being blind, he was required to take his meals in a room used exclusively for the blind ; while his sister took her meals, in a pleasant and prettily furnished dining-room, used only by the teachers and officers who could see.

A change of Superintendents occurred in the school, and one of the first acts of the new administration was, to abolish all social distinctions between the blind and seeing teachers. Since then, no one in that school has been humiliated by a blind teacher's table, a blind teacher's sitting-room, or other discriminations against the blind. If customs like these were expunged from all Institutions, there would be no excuse for now reviving such unpleasant memories. The influence of such practice has a discouraging tendency upon the blind ; and retards the development of confidence and self-respect among the pupils, without which it is very difficult, especially for the blind, to make their way in life. While striving to incite in our pupils a proper self-respect, we should be careful to avoid the other extreme, of stimulating their personal vanity, by allowing them to become mere prodigies ; but should impress upon them their duty to love and honor their Creator, to do good to their fellow-men, and to become intelligent and useful citizens. They should be instructed that the want of sight does not preclude the acquisition of knowledge in any branch, neither does it prevent the practical application of such knowledge. Among the many advan-

tages obtained at an Institution, not the least is found in the association of the blind with each other. They are thus enabled to discuss fully and freely the successes which others of their class have attained, to learn minutely the ways in which obstacles have been overcome, such as heretofore appeared insurmountable. The information thus derived, frequently has a powerful influence for good, as it shows that blindness alone does not prevent the successful prosecution of business, neither does it exclude one from an honorable and important position in society. Thus new hopes may be awakened, and a career of usefulness suggested, which otherwise might have appeared impossible.

Although one may have received a good education, and entered upon the active duties of life before becoming blind, yet for the reasons just referred to, such a one may receive as much benefit at an Institution as though blindness had existed from childhood.

There are those who believe that blindness is one of the worst calamities humanity can suffer, and that to be blind is to be miserable. An experience of this privation for more than twenty years, and an intimate acquaintance with hundreds of others from all classes of society similarly circumstanced, have led me to quite different conclusions. They only are miserable who do not rely upon the wisdom of the rulings of Providence, and failing to comprehend the aims and ends of life, cannot submit to blindness with fortitude and resignation; as the world is full of blessings for those who with good health and a clear conscience wisely seek them. True,

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many of life's pleasures can only be fully enjoyed by those who can see ; yet, so many and so varied are the sources of happiness within the reach of the blind, that a large proportion of them find as much enjoyment in life as do others who can see. Happiness springs chiefly from within ; it depends but little on external causes, and without a contented mind may be sought for in vain. Hence, the blind who are ever lamenting their condition and complaining at their lot, and cannot cheerfully submit to their privation and seek to be happy in spite of it, are more unfortunate in their dispositions than in their loss of sight. The question is often asked, Which of the two classes holds the more advantageous position, those who have been blind from infancy, or those who, losing their sight later in life, have a distinct recollection of light, colors, landscape and the numberless beauties which can alone be perceived by sight ? Some claim that those who have never seen cannot appreciate the extent of their privation as thoroughly as those who know from experience exactly what it is, and hence a greater degree of contentment should be found in the first of these classes. But an intimate acquaintance with both classes has convinced me that those who have never seen feel their want of sight no less keenly, neither are they more contented than other blind. One whose recollections are clear of impressions received before the loss of sight, has a decided advantage over those who have never seen ; for by means of such impressions a correct idea may be received of the color, form and appearance of any object that may be accurately described.

In the development of the natural sciences, the blind have made valuable contributions, and have assisted in unfolding those branches which require profound thought and minute calculations.

In the realm of song they have also been eminent. Two of the greatest poets the world has ever known were blind. No other epic poems have so long held a prominent place in the literature of the world as the *Iliad* and *Odyssey* by Homer, the blind bard, written about nine hundred years before the Christian era. *Paradise Lost* and others of John Milton's most famous poems were written more than a decade after he became blind, yet his name stands prominent among English poets.

Nicholas Sanderson, who was blind from infancy, was born in England, in 1682. While quite young he manifested much fondness for learning, and several wealthy gentlemen were induced to supply the means which enabled him to acquire a thorough education. When twenty-nine years of age, through the influence of his personal friend, Sir Isaac Newton, he succeeded that gentleman as Professor of Mathematics in the Cambridge University, in which position he distinguished himself not less for the clearness and precision with which he taught the science of optics to his large class of students, than by the success which attended his lectures in all other branches committed to his charge. He was the author of several works on mathematics, and invented and used the first ciphering slate for the blind.

Sir John Fielding, of England, though blind

from childhood, was educated for the bar. In this profession he rose to eminence, and his superior knowledge won for him in 1752 the position of Chief Magistrate of the kingdom, and he received the honor of knighthood. In deeds of mercy he was no less distinguished. He founded the first Orphan Asylum for girls established in London, an institution still in existence.

Francis Huber, who was blind from boyhood, was born in Geneva, Switzerland, in 1750. From an early age he was fond of observing the nature and habits of insects, and was particularly interested in the natural history of bees.

He was aided in his studies by a faithful servant and other intelligent friends, who under his direction made minute and careful observations. Among other discoveries which he thus made were, first, the origin of the propolis; second, settled the disputed point as to the origin of the wax, and the manner in which bees prepare it for their use; third, showed the part each class of bees takes in the economy of the hive.

So thoroughly did he exhaust this subject, in his writings, that naturalists have been able to add but little to it since his day. When asked by a doubting friend how he could thus write about what he had never seen, Huber replied: "I am much more certain of what I write than you are, for you publish only that which your own eyes have seen, while I take the mean among many witnesses." Near the close of his long and eventful life he remarked to a friend: "I can only say that resignation and serenity are blessings which have never been denied me."

Professor Henry Fawcett, at present one of the prominent leaders in the British Parliament, lost his sight as he was about entering upon the active duties of manhood; but he was not discouraged, as he believed that in spite of blindness a career of honor and usefulness still awaited him. A glimpse of the spirit which then actuated him, is shown by a remark he is reported as having made at that time. His father was condoling with him on the loss of his sight; the son replied, "Fortunately we have the means to secure aid from the eyes of others for practical needs; rejoice with me that my health is unimpaired, my purpose still strong, and my spirit as cheerful as ever."

Time will not permit a reference to but few of the many successful blind in our own country. The blind deserve much credit for the part taken by them in the organization and management of our Institutions; and the prosperous condition of these Institutions represented in this association by blind superintendents, attest to the character, efficiency and ability found in that class of persons. The peculiar fitness of the blind as teachers among those of their own class, has long been recognized, and all or nearly all of the Institutions in this country are employing them more or less.

Music must continue to be prominently taught in our Institutions, not simply because of the pleasure the pupils derive from it, but especially because so many are able to make a practical use of it after leaving school. Probably there are hundreds of graduates from our Institutions, in different parts of the country, who are success-

fully solving the problem of life as organists, choristers, music teachers, or piano tuners. It is well that our Institutions expend so much time and money in teaching mechanical trades, for by such training pupils are taught to work skilfully with their hands, and to be regular and industrious in attending to business. Most of our trades are easily and quickly learned by the seeing, and consequently when a young man undertakes to start a shop for himself, he finds that comparatively unskilled labor has already stocked the market with his class of goods, and the margin between the cost of raw material and manufactured goods is so small that he can receive but a trifling return for his labor. A blind person who has ability to manage a business, should not be contented with merely gaining a scanty support by working at a trade, for there are many occupations in which a well-trained mind, coupled with industry and honesty, would insure success in spite of blindness. It is no small credit to the blind, that one of our number has organized and is successfully managing the Working Home for Blind Men in this *city.

David N. Sellig, who has been blind from early childhood, became a pupil in the New York Institution when quite young. At that time, pupils could be retained in the school for but a limited time, and young Sellig's term expired when he was about seventeen years of age. After leaving school he attempted at different times, several branches of business, in each of which he met with disappointments enough to

*Philadelphia.

have discouraged one having less resolution, or less faith in himself. About fourteen years ago he started in the city of Newburg, the mattress and furniture business, on a scale commensurate with his limited means, and by good management the business increased, until it became the largest establishment of the kind between New York and Albany.

Not satisfied with this, he recently sold his entire retail business, and commenced the manufacture of furniture. His shops are fitted up with the most improved machinery and appliances for the business, in which he now employs twenty men and intends soon to increase the number.

Among those educated at the New York Institution, was a young man who established himself in a neighboring city as a music teacher. After following his profession for a few years with a fair degree of success, he abandoned it and opened an office in the City of New York, as a fire insurance broker. Patronage came to him slowly for the first year or two, but his prompt business habits and the faithful performance of all trusts committed to him, have constantly widened his circle of patrons, until he is now one of the most successful fire insurance brokers in the city. The general financial depression now pervading, has affected his business as it has all others, but there have been years since he became a broker that his income has been more thousands of dollars, than it ever was hundreds for a corresponding time while teaching.

It is not alone blind men who are successful, for many blind women deserve much credit for their achievements.

Mademoiselle Theresa Von Paradis, was born in Vienna about the middle of the last century, and was blind from early childhood. Her rare accomplishments as a vocalist and pianist made her popular in the leading cities of Europe and in London, and she had the honor of being presented to many of the then reigning monarchs.

Among the women who have been educated at the New York school, are a number who as heads of families are doing their own housework and family sewing, without help from others.

Special mention might be made of one who, though blind from infancy, was usually at the head of her classes, and afterward became a teacher in the same school. Her superior qualifications won the admiration of a young man about her own age from a New England College, and the two formed a partnership for life, and settled in a Western State. Among the present assets of that firm are a large, well-tilled and well-stocked farm, and five bright and healthy children. The woman when in health, has no help about her household duties, except from her husband and children. She cuts and makes her own and her children's clothes, plays well upon their parlor organ, writes long letters to her friends, and still finds time to hear her husband read many standard works, such as Motley's Dutch Republic and the like, which they borrow from a neighboring village library.

Two young women who left the New York school in June last, have at present remunerative situations in the Centennial Exhibition. One is in the employ of the Domestic Sewing Machine Company, operating and exhibiting their ma-

chines; the other is similarly employed by the Bickford Knitting Machine Co.

Although many of the blind are successful in life, yet no one will deny that blindness is a serious misfortune, but it is worse than idle to be ever lamenting the loss of sight.

The only way to battle successfully with natural difficulties, is to meet the ills of life with fortitude, and if obliged to yield a desired point to rally all the energies for another quarter of the field.

Shakespeare graphically says :

“ When remedies are past, the griefs are ended
By seeing the worst which late on hopes depended.
To mourn a mischief that is past and gone,
Is the next way to draw new mischief on.
The robbed who smiles steals something from the thief,—
He robs himself who spends a bootless grief.”

THE SOCIAL CONDITION OF THE BLIND.

By Josiah S. Graves, Instructor in Pennsylvania Institution for the Blind.

The human race has been subject to blindness from the earliest pre-historic ages down to the present time. No division of the globe has been exempt from this dire calamity. As the habits and customs of different nations, their climate and external surroundings vary in their tendency to produce blindness, so we find it varying in its distribution over the earth. The monarch, in all his pomp and dignity, is no more exempt from it than the most humble of his subjects, for it spares neither age, sex, nor condition.

Statistics show us that blindness decreases in advancing from the equator to the poles, it being computed in Africa or in Egypt at the rate of one to every three hundred ; blindness throughout the east being a far more common affliction than with us. We can account for this in many ways. The dust and flying sands pulverized to minute particles, entering the eyes, cause inflammation, which, if neglected, often ends in total loss of sight. The exposure to the noxious nightly dews caused by living in the open air, or on the house tops, is another frequent cause of this malady. China we find almost as bad, one in four hundred. This large ratio is owing in a great degree to the lack of care and medical attendance. Italy, Spain and Portugal, are about alike, one to eight hundred. France, further north, one to nine hundred and twenty-three. Great Britain, one to twelve hundred. Germany and the United States being alike, one to sixteen hundred.

The blind may be divided into three distinct classes, viz.: The born blind, the adolescent blind, or those having lost their sight during youth, and the adult blind. Of these the first comprises by far the smallest number. Dr. Bull says: "Those born blind are very few in number. Not one case came under my notice during a professional life of more than five and twenty years in London, although a physician for the greater part of the time to a lying-in hospital, averaging more than a thousand cases annually. Nor do I remember a single one to have occurred in the practice of a large circle of friends." The defect causing absence of vision in these

cases is generally situated in the crystalline lens, and in no way is related to the brain, except when the disease commences in the retina, and extends through the optic nerve to the brain. Feebleness of intellect, poor health, and a general failure of physical powers is the result.

It is often caused by scrofula and other similar diseases, and is often the effect of marriage of relations. Owing to the more frequent inter-marriages of the more wealthy classes, and the consequent hereditary diseases, we find the greater number of born blind among this class. It is a well-known medical law, that any natural defect of the physical organs is apt to be propagated from the one generation to another. It is therefore greatly desirable that all our institutions should use all their influence to discourage the marriage of all those thus afflicted.

Blindness in children and adults is the result of various causes. Often in infancy the child is attacked with an inflammation of the eye known as purulent ophthalmia, a disease quickly destructive to the sight. This, with small-pox, scrofula, measles, scarlet fever and kindred diseases, is the cause of many more. Our Divine Creator, in depriving some of his creatures of one of their senses, certainly did not intend to make them dependent on the rest of humanity. For he has so constituted them that the remaining senses may be developed to such a degree as to supply the deficiency caused by the lost or denied sense.

We find this fact forcibly demonstrated in the born and adolescent blind, being deprived of sight from birth or early youth, the body being

in a state of growth. The sense of hearing and touch become developed to an extraordinary degree by the unusual amount of exercise entailed upon them. In an adult the senses being mature, are not capable of being educated to such a degree of proficiency as those of the adolescent and born blind.

The opinion of the public at large concerning the blind, founded as it no doubt is on ignorance and a lack of association with them, is nevertheless much to be deplored, as it is very discouraging and depriving of energy and self-confidence to be considered objects of charity rather than those capable and willing to perform many of the useful avocations of life.

Notwithstanding all this many have triumphed over blindness, poverty and other obstacles, and reached the highest pinacles of fame, as musicians, poets, historians, divines, mathematicians, naturalists, professors of physics and chemistry, and statesmen, whose names now gild the pages of history. There is scarcely any branch of science that has not been adorned by the sightless.

Within the present century, both in Europe and America, much has been accomplished toward the amelioration of the social condition of the blind. In our own country, in the past forty-five years, twenty-nine institutions have been erected for the instruction of the blind, and thus the means of obtaining a liberal education has been placed within the reach of every blind person. Vast has been the good resulting from these institutions in elevating the great mass of the blind.

The erroneous idea that many parents entertain, that their children who are born blind or lose their sight at a very early age, are incapable of receiving instruction, has frequently occasioned either the most culpable neglect, or the most absurd treatment of such unfortunate children, and when they are afterwards admitted into institutions, very often presents to their instructors greater difficulties than blindness itself, and not unfrequently prevents the object in view from being accomplished, or at least renders it painfully tedious.

Many blind children are made to sit or lie down during the day, and are not encouraged to venture out alone; hence the nerves and muscles become weakened and almost paralyzed for want of proper exercise. Sitting idle, they contract habits peculiar to the blind, such as rubbing and shaking the hands, working the head, making faces and the like. Such habits often cling to them in after-life, and frequently are the means of impairing their usefulness. The minds of such children are often found in as deplorable a condition as their bodies, although they may possess many first-rate abilities, which for want of development lie useless. It is therefore highly necessary that blind children should, from their earliest years, be well accustomed to the use of their hands and feet, and of their powers of observation. They should be encouraged to associate with their sighted companions as much as possible, and should not be guarded and looked after as though they were totally helpless. Such treatment would tend to make them vigorous and self-reliant.

It might not be out of place here to suggest that a pamphlet be published by this Convention on the early training and education of blind children, to be circulated among the parents and guardians of the blind. Dr. Howe in his last report speaks of this. A similar work was published and circulated in Germany in 1837, by a member of the Prussian Government, at his own expense. In 1839 another edition was published and distributed at the expense of the Government, and special means were taken that they should be explained to such of the humbler classes as were unable to understand them. Our American institutions can not make too great exertions in counteracting the evil resulting from neglect of early training of blind children. I regret to say that too frequently but little effort is made on the part of the teacher towards the improvement of their manners, both in society and at home. When in company, they are unable to conduct themselves with propriety and thus make it unpleasant for themselves and those around them. These defects are often urged as objection to their employment as instructors of literature and music in schools and families, as it would produce an undesirable effect on the minds of their pupils. It is this that has been one of the greatest barriers between many of the able graduates of our institutions, and success. And until this objection has been removed, and society learns better to appreciate the efforts and capabilities of the blind, one of the noble objects for which our institutions have been established can never be accomplished, and all the education we may

give will afford them but little means of self-support. And it is to be hoped that our institutions will awaken to a keener sense of the necessity and importance of attending to the habits and manners of the blind. They should be taught to be very particular in attending to every thing which demeanor, custom or modesty, requires or forbids. But as blindness makes this more difficult, more attention and patience is required on the part of the teacher. They should be taught to attend to their toilet properly, how to behave at table, and be given a proper understanding of the rules of etiquette and good behaviour.

Before closing this essay, I desire to call the attention of this Convention to a custom now prevalent in a few of our institutions—that is, of making a social distinction between the blind and seeing teachers. This subject is certainly deserving of your most earnest consideration. It is one upon which the social condition of the blind much depends. In such institutions the seeing officers have nicely fitted up dining and sitting rooms for their especial use, while the blind teachers, who may occupy superior and more responsible positions, are compelled to eat in the dining-room with the pupils. This marked distinction is easily detected by visitors, and no doubt often leaves an impression on their mind which is very detrimental to the interests of the blind. The reasons offered for such a distinction are, that the blind possess many of those peculiar habits which make them disagreeable at the table and in company. Such an argument is very inconsistent, for it is a virtual

acknowledgement of a lack, on the part of such institutions, of proper attention to their manners during their education. Moreover this is in direct opposition to the great fundamental principles of all our institutions, viz.: That of giving the blind an education, both intellectual and moral, which will give them social caste equal to their sighted companions.

The blind, like the rest of humanity, are the steersmen and oarsmen of their own bark of life. At times they will be elated to hope, through success; again dejected by despair. They may meet with reverses which would seem at first almost insurmountable, but by continual perseverance and trusting their Divine Creator, they will finally overcome them all. Choose first the right path, then onward; fame, honor, advancement, honest and legitimate success, may not come to-day, nor to-morrow, but to those of us who fight well the battle of life, the crown will come. Armed, then, with patience and faith, we shall finally reach the goal of our ambition.

THE MUSICAL EDUCATION OF THE BLIND.

[Re-printed from the London Mirror.]

It is with feelings of intense satisfaction, and in the full hopefulness of a bright and prosperous career, that we have to announce the establishment, under most influential auspices, of a Normal College and Academy of Music for the Blind, which will afford blind children throughout the country, who have the requisite

talents, a thorough education, especially in music, so as to qualify them to earn a living as organists, teachers, and pianoforte-tuners. With all deference and respect to the benevolent who so nobly support institutions for the blind, and day by day create new ones to meet an ever-increasing want, we think we have been going too long in the old grooves, and regarding the blind as if the loss of one sense disqualified them from anything higher than mere manual labor. We have too much ignored the intellectual in our attempts to impart to them the means of earning a livelihood, and though reliance must ever be placed to a large extent on mat-making, basket-making, and such like industries, there are among this afflicted race others of far higher intellectual capacity, which only needs culture that the very best and most encouraging results must accrue. Music is ever a source of delight to the blind, and we have rare examples of their musical taste and powers, even amongst those who have had little or no opportunities of obtaining instruction in the art; nevertheless, out of the thirty thousand blind in the United Kingdom, who, as a class, are wholly or partly dependent on public or private charity, and a considerable number of whom are inmates of various institutions, not more than one per cent. of the educated blind throughout the country have ever been qualified to earn their living by the profession of music. Such was formerly the case in other countries, but the special regard paid to the higher education of the blind, and the improved systems of musical instruction adopted by various institutions abroad, have produced most gratifying results, and where-

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ever the musical education of the blind, based on a thorough intellectual training, has been properly carried out, this art, in its various branches, has been found, after long experience, to afford by far the most remunerative occupation of which the blind are capable. Thus, in Paris, about 60 per cent. of the pupils follow the profession of music, and of these about one-half are such successful pianoforte-tuners that incomes varying from £80 to £150 are by no means unusual amongst tuners who graduate at the Paris institutions. The chief American institutions, and notably the PERKINS' Institute at Boston, have also achieved great success. Both the male and female graduates earn excellent incomes as teachers, tuners, and organists, and some of the most successful of the pupils are children of poor emigrants from the United Kingdom.

Now there can be no doubt that what has been done for the blind in France and America can be accomplished in this country, and it is to achieve this object that the Normal College and Academy of Music has been founded. It will consist of three departments—namely, general education, the science and practice of music, and pianoforte-tuning, and “in every department the whole of the instruction will be directed to the practical end of preparing the blind for self-maintenance.” In addition to the tuning-school in the College, other tuning-schools will be established at convenient points of London to accommodate scholars who can live at their own homes; and beside, the pupils in the Institution, day pupils, who may reside with their parents or board with private families in the neighborhood,

will be received there. But none of them will be admitted who have not sufficient talent to justify the expectation that they may be rendered capable of self-support—therefore a much higher percentage of successful graduates may be anticipated than in the institutions abroad, in all of which the children are admitted without reference to their ability. The College will be essentially a *national* institution; and in addition to generous efforts by friends of the blind in London, arrangements are being made in various large towns, including Liverpool, Manchester, Leeds, and Glasgow, to select and send a number of talented poor children to the Institution. Suitable premises have been secured within two minutes' walk of the Crystal Palace, where, by the courtesy of the directors, special facilities will be afforded the pupils for attending the instructive rehearsals and the admirable musical entertainments frequently given there. The whole practical management of the College has been placed in the hands of Mr. F. J. CAMPBELL, late musical director and resident superintendent of the PERKINS' Institution, at Boston, U. S., and who, with the assistance of teachers of improved capacity and under the general supervision of the committee, will carry out the system which has been so successful in America, and which, to a considerable extent, is the result of his own experience. It is a good augury that the committee are assured of the cordial support of very many influential friends of the blind throughout the country, as well as that of several musicians. Messrs. BROADWOOD and Sons, Messrs. COLLARD and COLLARD, and Messrs.

ERARD, have also promised their co-operation in promoting the success of the musical department, and have already offered some pianos for the use of the school.

Such is the state of facts on which the committee solicit the active co-operation of the benevolent in every part of the kingdom, "in order that all blind children, possessing the requisite talents, may be sought out and qualified by a musical education to become self-supporting and useful members of society." There are, as we have said, names connected with this new movement which place it far above that suspicion which unhappily seems to attach to so many philanthropic enterprises in these days. Identified with it are the Marquis of WESTMINSTER, as President, the Earl of SHAFTESBURY, Lord EBURY, the Earl of LICHFIELD, Lord ELIOT, Sir CHARLES LOWTHER, Bart., GEORGE MOORE, Esq., and Mr. W. H. SMITH, M. P., as vice-presidents and trustees—it has a general council composed of gentlemen of the highest social standing, and an executive committee, with the Hon. WM. ASHLEY as chairman, and the Hon. EDWARD P. THESIGER as vice-chairman, and on which there are also Dr. ARMITAGE, Miss GILBERT, Dr. HAWKSLEY, and other good friends of the blind—the musical Committee being headed by Sir W. STERNDAL BENNETT. Certainly no institution was ever ushered in under more promising auspices, and there is none which ought to meet with a larger amount of practical sympathy from the benevolent people of this country. We earnestly wish it overflowing coffers, for it is, we believe, destined to supply a great want.

PIANO-FORTE TUNING AS AN EMPLOYMENT FOR THE BLIND.

Essay by J. W. Smith.

In entering upon the consideration of this subject, I am conscious of the scope and importance of the work, and of my inability to treat it as this importance demands. I will, however, endeavor briefly to set forth some of its advantages, as well as the obstacles it presents, and the qualifications and methods of instruction necessary for the profession, in the hope that my remarks may act as a suggestion to abler minds, and lead them to a more careful consideration of the subject.

The experience of the past fourteen years as a tuner and teacher of tuning, has deeply impressed me with the growing importance of this profession as an employment for the blind, and has shown me many difficulties in the path of the blind tuner which were not appreciated, or even anticipated, in his preparation for his work. With the single exception of music teaching, piano-forte tuning presents fewer obstacles in the way of success than any other profession the blind have attempted to follow. In choosing a trade or profession, the blind person should select one in which he can compete most successfully with his seeing brethren, and it is, therefore, necessary to consider how rapidly as well as how skillfully he can perform the required work. That time is money, is a truth quite as important to the blind as to the seeing,

and the success of the blind laborer or artisan depends as much upon successful competition in speed as in quality of workmanship. Wherever the sense of hearing can be employed to aid the blind workman, just so far he is on an equality with the seeing. There is another reason why piano-forte tuning becomes a suitable occupation for the blind. The study of music is becoming so general, and the manufacture of pianos so constantly increasing, that the services of the tuner must necessarily be in constant and regular demand.

In this country the trades of chair-seating, broom, brush and mattress making have been followed with considerable success, yet it is impossible for even the most energetic and skillful to compete with seeing workmen in these trades. The hand of the blind workman must pass successively over those parts which the eye takes in at a glance, and thus the rapidity of his work is greatly diminished. The same is true of any trade in which the work depends upon the touch. In tuning, however, the sense of touch plays a secondary part, the quality of the work and the speed depending on the quickness and correctness of the ear.

In Great Britain and on the continent, broom and brush making, chair seating, net weaving, wood turning, and in South America tailoring and shoemaking, are the principal trades in which the blind are instructed; but in all these there are comparatively few who are able to earn a living. In a majority of cases their wages are supplemented from funds provided for that purpose. Dr. Armitage reckons the number of

those who succeeded in earning a living, as low as two per cent., and in a letter lately received from the director of the Institution at Berne, he says, in reference to the experience of the blind there, that it is a rare case that manual labor will procure them the means of a living; that a good tuner who can also teach music, may make a living without assistance, and he cites an instance in which one of their graduates who was thus accomplished, saved in four years the sum of 3,500 francs. I think in this country the percentage of success in these occupations is much greater, but the proportion remains the same. I do not recommend piano-tuning as a business more easily learned than other trades, but as a more profitable occupation to the skillful workman.

That blindness is not an insuperable obstacle to the most thorough knowledge and skill in piano-forte tuning, is abundantly proved by the fact that this art owes the highest development of its theory and practice to a pupil of the Paris Institution Des Jeunes Aveugles, Claude Montal, who, having made himself master of the subject, became a professor in the Institution, which he afterwards left to engage in the more profitable business of manufacturing pianos, and published a scientific work upon the art of piano-forte tuning, which has become the standard in Europe, and is probably the best and most complete treatise on the subject ever published. In a little pamphlet upon piano-forte tuning by the blind, published in Paris a few years since by M. Gaudet, he says, "In France the tuning of pianos was, for a long time, a business left to

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workmen of more or less experience, who were, however, wholly unacquainted with the theory of tuning. The first who applied the laws of science and art to the tuning of pianos was a blind man. This was Claude Montal. He took possession, so to speak, of this profession and laid down its laws. He was an easy tuner, and he explained his principles in a work which has become the law on this subject. It is, therefore, but justice to his companions in misfortune, that they should be the first in the path which, if he did not open, he has, at least, greatly enlarged. In 1821 or 1822 another blind man who had left the Paris Institution, M. Dupuis, believing it possible for him to learn to tune pianos, devoted himself to practicing this art, and he has now been for more than thirty years the first tuner in the city of Orleans. But this is an isolated instance, and it is really in the Paris Institution, through Montal, that piano-forte tuning became an employment for the blind."

A brief account of the career of Montal may be interesting, as well as suggestive and encouraging. He was educated at the Paris Institution Des Jeunes Aveugles, where he became a very learned musician. His attention was attracted to the subject of tuning by the unsatisfactory work of the seeing tuner of the establishment, and, with one of his companions, he attempted to tune the pianos which they themselves used. Upon complaint of the tuner, the director forbade these experiments, and Montal's companion then procured, through his friends, an old piano which was in very bad condition, and the two succeeded in taking this instrument apart, re-

pairing and tuning it, taking care to do their work as much as possible in the presence of the director, thus convincing him that such work might be safely intrusted to their hands. Thenceforth he was ready to further their efforts to attain proficiency. Montal afterwards became a professor in the Institution. He studied deeply and resolved to apply his knowledge of acoustics and music to the methodical study of temperament, and, through the practical application of the various theories acquired by careful study and research, he developed a new and better method of making the partition. Meanwhile, he was earning something by giving special lessons within and outside the establishment, and thus obtained the means to purchase for his private use two pianos, upon which he could make all kinds of experiments. In 1830 he left the Institution and began the business of tuning. But the life of the Institution had not been calculated to fit him for contact with the outside world. The feeling that there was no prosperity for a blind man outside its walls, lessened the courage of the bravest, and took away that degree of confidence so essential to success. Montal scarcely dared to present himself at even the most unpretending houses. In short, his blindness created obstacles in almost every direction, and more than once he was so reduced as to consider himself fortunate if he could obtain permission to tune a piano gratuitously. To eke out a livelihood, he was sometimes obliged to give lessons in grammar or arithmetic, or upon the violin, at the very lowest conceivable prices. But he steadily persevered, and through the

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patronage and recommendation of some of the Professors of the Conservatoire with whom he became acquainted, his practice gradually increased. In 1832 he gave a course of public lectures upon the subject of tuning, which were well attended, and attracted much attention, and at the Exposition of the Products of Industry in 1834, Montal appeared among other tuners, and many of the manufacturers employed him to tune their pianos. He took advantage of the opportunity thus offered, to publish a little pamphlet upon the subject, which was sold at the Exposition, and created a sensation among musicians. One-half the first edition was sold in less than eight days. He had already commenced the trade in pianos. He purchased instruments, repaired them either himself or with the assistance of a seeing workman, and from this small beginning he established a large and lucrative business in manufacturing pianos. In 1836 he published the complete treatise on tuning, which, according to M. Gaudet, is the standard which is now followed "not only in France, but wherever the art of tuning is practiced."

The difficulties that Montal encountered, are the same that confront the blind tuner of to-day. The tendency of Institution life to lead the pupil to depend too much upon those artificial aids by which it facilitates his education, and to shrink from leaving it to meet the world on the same terms as the seeing, is one of the first and greatest obstacles encountered. The prejudice which exists in the public mind is largely due to this very fact, and to the helplessness,

embarrassment and awkwardness of manner with which the blind tuner begins to seek employment; and the training of the institution should always tend in the direction of the cultivation of a courteous, easy, and independent manner, to render the defect of blindness less apparent. I think there is no trade or profession which the blind attempt to follow, which requires such a diversity of gifts as that of piano-forte tuning, especially if the tuner is to travel from place to place. Those employed in the ordinary kinds of handicraft do not come in contact with those who purchase their work, and all that is necessary for their success is that they be skillful and rapid workmen, able to compete with others in the same business. They may be ignorant, untidy, and boorish in their manners, their society being limited to their family and their fellow-workman. With the tuner it is different. He is constantly meeting those who are strangers, and those, too, who perhaps are thus for the first time in their lives brought in contact with a blind person. He makes application for employment. They are very particular about their piano, and do not like to trust it in the hands of a stranger. There is no time to go to the neighbors to ask if his work has given satisfaction there. The question must be decided at once, and if to the advantage of the applicant, he must possess the power of convincing them that he is entitled to their confidence, at least so far as to secure a trial. I would by no means undervalue the importance of being a skillful workman; but before the tuner can exercise his skill, he must secure an opportunity. To do this, it is

necessary that he should be neat in his person and apparel, intelligent, easy and agreeable in his manners and address, with sufficient tact to know how to take advantage of favorable circumstances, or how to meet and conquer those that are adverse. These qualities are even more essential to success than skill as a tuner. I have repeatedly noticed the truth of this. Several of the best tuners I have ever known among the blind are at present without employment, and since leaving the institution with which they had been connected, have not earned a living; and their failure is mainly due to the lack of the above-mentioned qualities. Not long since a friend applied for the tuning of a piano for one of my pupils, and was met by the reply that the last time it was tuned they had employed a blind man; his clothes were filthy, his habits objectionable and they were obliged to do half of his work; this was all the experience of this kind they wanted, and they preferred to employ a tuner who could do all the work himself. I could give other instances, but this one is sufficient to show the importance of neatness, good manners, and a thorough knowledge of the business. It is useless to ignore the fact that a blind person is, on account of his defect, placed at a great disadvantage when compared with the seeing, and in order to compensate for his want of sight he must excel in some other way. Those who employ a seeing workman do not feel it necessary to watch him, nor do they, from any natural defect, suspect him incapable of accomplishing the work they have given him. He is in possession of all his faculties, and is consi-

dered, at least in this respect, an equal. It is very different with the blind workman. He has to encounter the terrible barrier of prejudice and distrust which everywhere exists in regard to him, and to do this he must be armed with special weapons with which to fight or win his way to the confidence and respect of those whose patronage he seeks. To overcome the prejudice and secure the confidence of those who now distrust the ability of the blind workman, is the great work to which the blind and their educators must address themselves.

In the selection of a profession for the seeing child, the range is so extensive that the choice is not governed by necessity, and the taste and talent of the individual is consulted. The case is very different with the blind. The range of employments adapted to their wants is so limited, that they are often put to a trade for which they have no talent, or even one for which they have a positive dislike. Their necessity, too, naturally inclines them to choose that employment which promises to be most remunerative, and it is for these reasons that many have attempted to become music teachers and tuners without having any real love or natural capacity for the profession. It has too often been the case that when a pupil has failed in other departments, or when, from lack of musical ability or sufficient time to pursue his studies, he was unable to become a teacher of music, he has been turned over to the tuning department. This I consider a fatal mistake, and the blind as a class are now suffering from the fact that many persons have been turned loose upon the

public as tuners, who were totally unfit for the business.

Another obstacle which is frequently urged, and which is, perhaps, the most formidable to the blind tuner, is the difficulty of repairing. This, however, except in a slight degree, does not legitimately belong to the business of tuning; and in the city any considerable repairs are made by workmen from the factory and not by the tuner. In the country the case is different and the expense and inconvenience of getting a workman from the city renders it essential that the tuner should be able to make such repairs as may be necessary. This requires, in addition to the ordinary qualifications, a natural mechanical ability on the part of the blind tuner and a careful and thorough training, and this combination is so rarely found that country tuning becomes extremely difficult for the blind, and leads us to seek for a large proportion of our tuners, another field of employment. This is the manufactory, and here we find our old enemy, prejudice, as strongly entrenched as in the public mind; and to drive him from his fortifications and to give the capable and industrious blind an opportunity to earn an honest livelihood, is the work to which I would call your attention. In Paris, and indeed, throughout France, this prejudice and distrust have been mainly overcome; and in England, they are rapidly yielding through the efforts of Mr. F. J. Campbell, the Director of the Royal Normal College for the Blind. He has made tuning a leading feature in that establishment, and already a large proportion of its graduates have

been employed in factories in London and Scotland. It is an encouraging fact that the head tuners in two of the large manufactories of London, are blind men, and in five other factories the blind are employed. In this respect the old world is in advance of the new. Until the present year, but one blind tuner has been able to obtain regular employment in a factory in Boston. During the past winter, efforts were made to get employment in other factories, with partial success. Two firms were induced to take blind tuners on trial; three were sent, and so far as it was an experiment, the results were satisfactory. None of them succeeded in getting permanent situations, but their work gave entire satisfaction, and one of these firms was willing to recommend them as tuners. The three who were sent to the factory on trial, have now graduated and are beginning work for themselves with fair prospects. Both factories promise to give others a trial, and give us encouragement that they will employ our tuners when there is work enough. The claims of the blind to this field of labor, must be judiciously but persistently urged. The first objection made by the manufacturer, is that the blind cannot do all the work required of a tuner. This may be true, but in an establishment where a number of hands are employed, a portion of the work, at least, might be given to the blind, and the seeing tuner can attend to such jobs, either in the factory or outside, as require the services of a seeing workman.

I have already spoken of the natural ability and inclination necessary to the pupil who would

become a good tuner, and, before beginning the study of tuning, it is essential that the pupil should have had previous instruction in music, especially in piano practice. I have several times had pupils sent to me for instruction in tuning, who had not the slightest knowledge of music, not even of the keys of the piano, and before I could teach them the first principles of tuning, it was necessary to give them some elementary lessons in music, in order to teach them to find and recognize the notes of the keyboard. Such pupils begin their work at a great disadvantage, and their progress is necessarily slow as both the hand and the ear are without skill or cultivation. Not only is it important that the student in tuning should have some previous knowledge of music as a preparation for the work; but he should continue its practice, as the tuner will always find the ability to play, a valuable auxiliary to his business. He will find it, also, of special value in selling a piano or organ, for he will then be able to display the qualities and power of the instrument. And here let me say that every tuner should take advantage of the opportunity his business affords, to become an agent for the sale of pianos and organs. The fact that his profession makes him acquainted with the instruments of every manufacturer, invites confidence in his judgment, and thus the avenue to this business opens more easily to him than to any other agent; and, if he has the necessary business talent, he may derive more income from this than from his profession.

The preparation of the tuner is a subject, the

importance of which can scarcely be overestimated. The course of instruction should be systematic and progressive. I have known instances where the first lesson given the pupil was in temperament, or what is sometimes called "laying the bearings." This is like giving an example in cube root to the child who is learning his tables, or expecting him to analyze a sentence before he has learned the rudiments of grammar. In the training of the ear the pupil's attention should first be called to the unison, as this is the foundation upon which the whole structure is built. He should be required to practice the tuning of these until his ear is capable of recognizing the perfect unison. This may require weeks or even months, according to the quickness of his ear. Then he will tune octaves, and when he has mastered these he is ready to begin the study of temperament which will be useless until he has mastered both the unisons and octaves.

.Not only should his ear be well trained, but he should become thoroughly familiar with the construction of all kinds of pianos. The shop in which he is taught should be provided with a great variety of such tools as are used in manufacturing and repairing, and he should be carefully instructed in the use of these. In order to understand the mechanism of the piano, the pupil must be able to examine it in the minutest detail. As it is impossible to do this when the action is completed, it is necessary to have models, and, by a careful study of these, he will become perfectly familiar with the form, size and action of every part, the material of which

it is composed, and the office it performs. He should also make frequent visits to the factory where he will see the piano in all the different stages of manufacture and if he be accompanied by one acquainted with the business, he will learn many things which will be of the greatest value to him. He should also become familiar with the manner in which all kinds of repairing are done. This is the only part of the work belonging to the profession in which the blind tuner compares unfavorably with the seeing, and here he must exercise the greatest amount of care and good judgment. A thorough knowledge of the instrument is necessary to prevent him from undertaking what is beyond his skill, which would go farther to injure his reputation as a tuner than to leave it untouched. I have often observed that the less knowledge and experience a blind tuner possesses, the more ready he is to undertake what it is impossible for him to perform, and it is in this way that many have injured their own reputation and that of their class, and *created* a part of this distrust with which they now have to contend. While under instruction, the pupil's mechanical ingenuity should be tested to the utmost, and he should be required to make all the ordinary repairs. If he has a considerable amount of mechanical ability, he will become sufficiently skillful to perform much of the work without assistance ; and if he be not gifted, it will enable him to appreciate its difficulties, and increase his caution in attempting such repairs outside, while he may yet acquire sufficient knowledge to direct the performance of such work by a

seeing assistant ; but assistance should only be asked as a last resort.

I have thus far endeavored to show the natural qualifications required in the individual, and the kind of instruction necessary in order to secure the success of the blind as tuners ; and here let me say that, while claiming so much for piano-forte tuning as an employment for those of the blind who possess the requisite natural capacity, I would by no means undervalue the importance of other trades in which the blind have been so successfully instructed in our American Institutions, and by which many succeeded in earning a livelihood ; and since we cannot raise the standard of piano-forte tuning to a degree that will ensure success to the blind, if we encourage or allow them indiscriminately to undertake this profession, there will always be those who must rely upon other trades.

The number of reed instruments greatly exceeds the number of pianos in country towns, and application is so frequently made for the tuning of these, that I have lately made it a subject of careful investigation, with the view of ascertaining the obstacles in the way of their being tuned by the blind ; and I have permission from the Director of the Institution with which I am connected to continue my experiments in this direction. I am satisfied that there are no difficulties which may not be overcome, and that here is a department in which the blind may work successfully, but not one in which they can compete with the seeing ; and, for this reason they must depend for work of this kind upon practice outside, and not within the manufactory.

I cannot close this article without again urging upon the educators of the blind the importance of piano-forte tuning as a means of employment, for the success which has thus far attended the efforts which have been made in this direction is a sufficient guaranty that much more can be accomplished. Whatever is done to make the blind more intelligent and refined, whatever increases their self-respect, and whatever tends to raise them nearer to equality with their seeing brethren, will go far towards removing the prejudice against which they now struggle. When the blind are no longer dealt with on the demoralizing ground of charity, when they cease to demand or expect special privileges on account of a defect which they themselves claim should not debar them from equal rights, when they can return skilled labor for value received, when they are qualified to share the responsibilities of citizens, then they may justly demand, and will, I believe, receive their full share of public patronage.

The Mental and Physical Condition of the Blind who are Educated, compared with that of the Uneducated.

By C. F. Fraser, Superintendent Institution for Blind, Halifax.

We can scarcely estimate the great blessings derived by the blind from education; it furnishes them with food for reflection, other than that of misfortune; it raises them from the

morbid state or brooding habit of mind naturally produced by their affliction ; it awakens their dormant capabilities, and urges their energies forward to seek their proper place among their fellow beings. Quick perceptions, retentive memories, and sound judgment, are characteristics which enable the educated, self-reliant blind to overcome all difficulties and throw all obstacles behind them. How different it is with one afflicted with this physical imperfection of blindness, who is not taught and trained ! With such, blindness is the chief and sorrowful subject of thought ; faculties become benumbed, and perceptions grow blunt, or rather callous, and from lack of exercise the power of memory decreases, and the person so circumstanced gradually relapses into melancholy, from which only education can rouse him. The educated blind stand in a moral point of view, not at all inferior to their fellow-men ; they enjoy with them the advantage of reading God's Word for themselves and are equally able to understand and appreciate theological discourses, therefore the same results humanly speaking may be looked for. It is noteworthy that virtues of patience and contentment, so often represented as characteristic graces of the blind, do not characterize them as a class, but hold good alone in that portion of them who have been or are being educated. That blindness has a demoralizing (not using the word in connection with vicious habits) effect on the unenlightened, we firmly believe, since the uneducated blind as a class are depressed and discontented. With them time rolls wearily on—tedious days and more tedious

nights! What advantage is it to them that the Bible is printed in raised letters?

They cannot avail themselves of this blessing, nor can they thoroughly understand it when read to them. Physical darkness, mental darkness, and moral darkness!—a triple Egyptian gloom which naught but the light of knowledge can dispel. God grant that the light now dawning on the Maritime Provinces may soon break into an eternal day. Dr. Howe estimates that the average life of the blind is nine per cent. less than the average life in Massachusetts, U. S., and ten per cent. less than the average life in England. We believe, however, that the general health of the educated blind is superior to that of their uneducated brethren. Our belief is grounded on these three facts. 1st. The educated blind have confidence in themselves; can walk at pleasure, and they exercise much more than they otherwise would do. 2nd. They are enabled, by their own exertions, to surround themselves with many more of the solid comforts of this life. 3rd. They are more contented and cheerful. But education does still more for the blind. Even the worst afflictions have their compensations, and blindness is not an exception to the rule. Touch, hearing, and even smell, when cultivated by the blind become very acute and useful.

PHYSICAL TRAINING OF THE BLIND.

Communicated to American Association of Instructors of the Blind; by C. F. Fraser, Superintendent Halifax Institution for Blind.

The physical training of the blind deserves the most earnest consideration from those entrusted with their education, and should be regarded in all schools for the blind as of equal importance with the training of the mind. A careful observance of the natural laws which regulate diet, sleep, study, and recreation, may produce results in a measure satisfactory, but they cannot be entirely so, since the human frame, like the human brain, requires to be systematically trained, in order that it may reach its greatest possible perfection. Every Institution for the Blind should have, in connection with it, a thoroughly equipped gymnasium, in charge of a competent instructor, where the pupils could be *systematically* trained in such exercises as would tend to develop the muscles of their bodies, and increase their powers of endurance. Having had in the Institution under my charge an opportunity of witnessing the benefits resulting from a course of gymnastics, I feel that it is a matter well worthy of the consideration of the Instructors of the Blind in Convention assembled. Annexed will be found the official report of D. Kay, 20th regiment, the Instructor of Gymnastics at the Halifax Institution for the Blind, showing the increase and development in the pupils after a course of five months' training.

REPORT

Of a Class of Pupils of Institution for the Blind, going through a Course of Training in their Gymnasium at Halifax, Nova Scotia, Commencing January 8, 1878, and ending June 6, 1878.

NAME.	Age.	MEASUREMENT.				INCREASE.			No. of Days' attendance.
		Weight—lbs.	Chest—Inches.	Forearm—Inches.	Upper Arm—Inches.	Chest—inch.	Forearm—inch.	Upper Arm—inch.	
C. F. Fraser.....	28	187	38½	11.2	13.2				
		173½	40½	11.3	13.0	2.0	0.1	0.2	47
A. Chisholm.....	21	148	33.0	10.0	11.4				
		137½	36½	10.3	11.6	3.5	0.3	0.2	48
P. Fletcher.....	16	150	35.1	10.6	11.3				
		145½	40.0	11.0	12.6	4.9	0.4	1.3	49
J. Ross.....	19	108	33.0	8.0	8.7				
		109	35.9	9.2	10.9	2.9	1.2	2.2	49
F. McLean.....	17	138	36.0	9.9	10.8				
		141	38.5	10.5	11.3	2.5	0.6	0.5	49
E. Leedham.....	18	119	32.7	9.0	9.7				
		115	34.7	10.7	11.2	2.0	1.7	1.5	49
J. Hiltz.....	17	148	34.2	10.4	11.3				
		140	36.5	10.5	11.5	2.3	0.1	0.2	29
M. Morrison	14	69	27.3	7.0	7.2				
		62½	27.0	7.1	7.3	0.3	0.1	0.1	49
W. Collins.....	14	73	27.0	7.5	8.0				
		79½	29.9	8.4	10.3	2.9	0.9	2.3	49
C. Cole.....	14	97½	31.0	9.5	10.2				
		99	33.6	10.0	11.3	2.6	0.5	1.1	49
J. Hawbolt.....	10	69	27.0	7.0	7.5				
		68½	29.0	8.0	8.0	2.0	1.0	0.5	37
A. McNeill.....	13	64	25.0	6.7	6.9				
		63½	25.3	7.5	8.5	0.3	0.8	1.6	45
J. Butler.....	11	67	26.3	6.8	7.1				
		70	27.8	8.0	8.2	1.5	1.2	1.1	45
G. Theixton.....	8	50	22.1	6.5	6.7				
		50½	23.0	7.1	7.2	0.9	0.6	0.6	39

Greatest increase in the Class—Chest, 4.9 in. ; Forearm, 1.7 in. ; Upper arm, 2.3 in. Least increase in the Class—Chest, 0.3 in. ; Forearm, 0.1 in. ; Upper arm, 0.1 in. Men and Boys, 14. Average daily attendance of Men and Boys, 12.45.

HALIFAX, NOVA SCOTIA, June 15, 1878.

DAVID KAY,
20th Regt.

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HALIFAX INSTITUTION FOR THE BLIND.

INCORPORATED IN THE YEAR 1867.

MANAGERS AND OFFICERS OF THE INSTITUTION.

MANAGERS FOR 1879.

JAMES F. AVERY, M.D.,
JOHN S. MacLEAN,
M. H. RICHEY,
CHARLES FLETCHER,
JOHN DUFFUS,
W. C. SILVER,

S. A. WHITE,
W. H. NEAL,
GEORGE THOMSON,
WM. COMPTON,
GEORGE MITCHELL,
WILLIAM P. WEST.

President.

JAMES F. AVERY, M. D.

Vice-President.

JOHN S. MacLEAN.

Treasurer.

GEORGE THOMSON.

Corresponding Secretary.

M. H. RICHEY.

Recording Secretary.

CHAS. FLETCHER.

OFFICERS. ---

Superintendent.

C. F. FRASER.

Teachers.

LITERATURE—MISS JESSIE FORRESTER.
MUSIC—C. F. FRASER.

Trade Instructor.

DAVID A. BAIRD.

Steward.

R. T. BLAIR.

Matron.

MRS. R. T. BLAIR.

Attending Physician.

DR. ARCHIBALD LAWSON.

Ophthalmic Physician.

DR. S. DODGE.

VISITING DAY—WEDNESDAY, 3 p. m.

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HISTORY OF THE HALIFAX INSTITUTION FOR THE BLIND.

For the founding of this Institution a debt of gratitude is due by the people of this Province to the late William Murdoch, Esq., who died in London in 1867, having a few years previously taken up his residence there, after a long, useful and successful life as a merchant of this city. In his Will he bequeathed, in addition to various other charities, the munificent sum of £5,000 N. S. Cy., towards the endowment of an Asylum for the Blind, on condition that a suitable building would be secured at a cost of not less than £3,000. An amount was raised by subscription shortly after his decease, sufficient for this purpose, and an eligible site having been procured gratuitously from the City on the South Common, arrangements were at once made, and a suitable brick building was erected, capable of accommodating about 40 pupils.

As a Report of the Directors, lately submitted to the Annual Meeting, is annexed, it is unnecessary to make further remarks than to express the hope that the blessing of God may attend this Institution, and that it may do all the good that the benevolent founder had in view in his kindly endeavors to increase the happiness and usefulness of this hitherto neglected class of our fellow beings in the Province.

The first meeting under the Act of Incorporation to elect a Board of Managers and Officers, was held at the City Council Chamber, on the 27th April, 1868.

At this meeting, a Committee was appointed to receive subscriptions towards the building fund, and the Board were empowered to proceed with the work as soon as the funds at their command reached the stipulated amount.

During the following summer, the building was contracted for by Mr. H. Peters, and was completed in the autumn of the following year, at a total cost of \$14,027.08.

The amount of subscriptions raised, including a grant of \$2000 from the Government, was \$15,557.38.

The following is a list of subscribers:

Provincial Grant.....	\$2000 00	Hon. Jas. Cochran.....	100 00
Hon. M. B. Almon.....	2000 00	George Esson.....	100 00
" E. Collins.....	1000 00	George P. Mitchell.....	100 00
Wm. Cunard, Esq.....	500 00	Edward Smith.....	100 00
Sir W. F. Williams.....	500 00	John Naylor.....	100 00
Sir Edward Kenney....	400 00	John Doull.....	100 00
A Friend, per M. H. Richey.....	400 00	John Tobin.....	100 00
Hon. A. Keith.....	200 00	Archbishop Connolly...	100 00
" J. H. Anderson....	200 00	Miss Cogswell.....	100 00
James Donaldson.....	200 00	J. F.....	100 00
Judge Bliss.....	200 00	John Stairs.....	100 00
Lewis Bliss.....	200 00	Burns & Murray.....	100 00
Bishop of Nova Scotia...	200 00	Esson & Co.....	100 00
Sir Wm. Young.....	200 00	A. McLeod.....	100 00
W. J. Stairs.....	200 00	Alex. McLeod & Co....	100 00
J. Duffus.....	200 00	Wm. Harrington.....	100 00
The Lieut. Governor...	200 00	Black Bros. & Co.....	100 00
W. P. West.....	200 00	David Starr and Sons...	100 00
Edward Binney.....	200 00	J. B. Bland.....	100 00
Wm. Hare.....	100 00	Bauld, Gibson & Co....	100 00
Edward Albro.....	100 00	James Scott.....	100 00
Hon. Jerem'h Northup	100 00	Daniel Cronan.....	100 00
" J. W. Ritchie.....	100 00	S. N. Binney.....	100 00
" D. McN. Parker....	100 00	Joseph Wier.....	100 00
W. B. Hamilton.....	100 00	J. & R. B. Seeton.....	100 00
Chas. Gogswell, M. D....	100 00	Jas. F. Avery.....	100 00
C. D. Hunter.....	100 00	Geo. H. Starr.....	100 00
Ann Vass.....	100 00	Jairus Hart.....	100 00
S. A. White.....	100 00	John Brookfield.....	80 00
		E. K. Brown.....	50 00

Wm. Cogswell.....	80 00	C. Kaizer.....	10 00
Chas. Robson & Co.....	50 00	Everett Bros.....	10 00
E. W. Chipman.....	50 00	J. C. McIntosh.....	10 00
W. H. Neal.....	50 00	D. Falconer.....	10 00
John Silver & Co.....	50 00	P. Walsh.....	10 00
John S. McLean.....	50 00	John Lithgow.....	10 00
Robert Morrow.....	50 00	H. P. Burton.....	5 00
G. C. Harvey.....	50 00	M. A. Buckley.....	5 00
John Taylor.....	50 00	Col. Lowry, 47th Regt.	5 00
W. C. Silver.....	50 00	St. John's Ch., Lunenburg.....	18 20
W. Jordan & Co.....	50 00	Onslow, per M. Baxter	8 00
Fraser, Paint & Co....	50 00	Yarmouth, per Rev. M. Moody.....	18 40
Stephen Tobin.....	50 00	Wolfville, per Dr. Johnston.....	96 00
Thos. A. Brown.....	50 00	St. John's Ch., Truro...	95 50
P. Lynch.....	50 00	Stewiacke.....	14 50
J. & W. Compton.....	50 00	Y. M. Assoc. Chalmers Church.....	15 00
John G. Marshall.....	50 00	Windsor Forks Church	8 00
John C. Haliburton...	40 00	Windsor, per Dr. Fraser	608 00
J. B. Morrow.....	40 00	Upper Londonderry, per Mr. Morrison...	12 00
Hon. S. L. Shannon...	30 00	Rev. Mr. Wylie's Con. Londonderry.....	8 20
John B. Campbell.....	30 00	Legacy from late Jane Molloy.....	88 87
Late R. S. Brookfield...	30 00	Legacy from late Robt. Noble.....	100 00
D. Murray & Co.....	25 00	Legacy from late Robt. Purvis, Pugwash...	100 00
Lordly & Stimpson.....	25 00	Legacy from late Jas. McDonald, Green Hill, Pictou Co....	150 00
John L. Whytal.....	25 00	AND LIFE MEMBERS SINCE.	
A. K. McKinlay.....	20 00	Hon. Robt. Boak.....	100 00
J. Withrow.....	20 00	Jas. R. Lithgow.....	50 00
Smith Bros.....	20 00	John Boyd, St. John, N. B.	50 00
John Farquharson.....	20 00	Mrs. Bauld, Senr.	200 00
T. V. Woolrich.....	20 00		
Thos. A. Anderson.....	20 00		
Very Rev. Dr. Hannan	20 00		
W. H. Newman.....	20 00		
John H. Symons.....	20 00		
W. H. Tully.....	20 00		
J. B. Elliott & Co.....	20 00		
W. H. Creighton.....	20 00		
James Tremain.....	20 00		
M. H. Richey.....	70 00		
Charles Fletcher.....	20 00		
Shaw & Murphy.....	12 50		
R. T. Muir.....	10 00		

The securities for the bequest of the late William Murdoch, Esq., amounting to £5000, N. S. currency, were handed over by Charles Murdoch, Esq., in October, 1870, together with the interest thereon, which made a total of \$24,000, to be invested as an endowment for the

Institution. The Board of Managers having engaged the services of Miss Reynolds as principal Teacher, and Miss Dwyer, a graduate of the Pennsylvania Institution for the Blind, as assistant Teacher, opened the school for instruction in August, 1871, with four pupils, two males and two females; Miss Dwyer having brought with her from Philadelphia a number of raised print books and other necessary apparatus. During the Autumn of the same year, two more pupils were enrolled in the school, making the number in attendance six. Mr. and Mrs. Dillworth were appointed to the offices of Steward and Matron in this year.

According to the By-Laws of the Institution,—

All original subscribers to the fund for erecting the Asylum for the Blind within the City of Halifax shall be and continue members of this Association so long as they contribute the sum of one dollar or upwards towards the support of the Institution.

Any subscriber to the funds of the Institution to the amount of five dollars or upwards, may be constituted a member on motion of a member of the Board of Managers at one of their regular monthly meetings, and so continue during his annual payment of five dollars.

Donors of fifty dollars at one time, and members who have served the office of Manager not less than three consecutive years, shall thereby be constituted life members of the Association.

Payment of five hundred dollars at one time shall constitute a patron of the Institution.

Patrons and members shall have the right of

voting at the annual election of Managers, and shall themselves be eligible.

In this year the Government of Nova Scotia recognized the right of the Blind to participate in the benefits of education, by granting \$1000 towards the fund at the disposal of the Board.

At the close of the year 1872, the Board of Managers reported an increase of five pupils, making the number then in attendance eleven, 8 of whom were males and 3 females. During this year the males were instructed in the cane seating of chairs. The females in bead and wool work. A commencement was made in the study of vocal and instrumental music, Mr. Saffery kindly devoting two evenings a week to instruction, which services were rendered gratuitously. Miss Catherine Ross was appointed principal teacher, to fill the position made vacant by the retirement of Miss Reynolds. The grounds which were in a very rough state when the building was first occupied, were laid out and much improved. Doctor Dodge, the physician to the school, reported the pupils as having enjoyed excellent health.

The Provincial grant for this year was one thousand dollars, also donations and subscriptions were received amounting \$113, in addition to which a legacy of \$100 was received from the estate of the late R. Noble, Esq.

At the close of the year 1873 the Board of Managers report the Institution to be progressing favorably, the number of pupils having been increased by four, making the attendance fifteen in all, eleven of whom were males, four females.

Previous to the summer vacation the first pub-

lic examination was held in which the pupils acquitted themselves creditably. Miss Mary Dwyer being in delicate health, and obliged to return to the United States, the Board secured the services of Mr. C. F. Fraser, son of B. D. Fraser, Esq., M. D., of Windsor, as Superintendent of the Institution, who had been thoroughly educated at the Perkins Institution for the Blind in Boston, Mass. By a resolution of the Board dated in October of this year, it was decided that in future the pupils should be allowed, at the discretion of the Superintendent, to dispense with a guide when off the premises. The result of this was that they visited their friends much more frequently and attended their own churches with greater regularity. The manufacture of corn brooms was commenced this year, Mr. A. Wright having been engaged as instructor. One of Wheeler & Wilson's sewing machines was also purchased for the use of the girls work department.

The Provincial grant for this year was \$1,250 in all, donations and subscriptions, \$25. The Managers in their report invite the attention of the other Maritime Provinces to the advantages offered by the Institution.

At the close of the year 1874 the Board of Managers report the Institution as having made satisfactory progress. In this year the first annual concert was given in Argyle Hall before a large audience; this, together with the opening of the Institution to visitors on Wednesday afternoon, had a marked effect in the interest taken in its success by the general public. The Board report two new pupils, one each from New

Brunswick and Prince Edward Island, as having entered the Institution during the year, and three as having graduated, making the number in attendance at this date fourteen.

The tuning of pianos offers to the energetic blind a comparatively lucrative business. This being known it was thought advisable to give the pupils an opportunity of acquiring knowledge in this branch. A class of four young men was formed and have received instruction for the past six months. Their progress is highly satisfactory. During the summer holidays the Superintendent accompanied by the teachers and six of the pupils visited twenty-seven of the cities and towns of the Lower Provinces, giving concerts and exhibitions of their studies and work. In every place they were received most kindly, and doubtless all were interested in learning what the blind are capable of, and how easily they may be taught to earn their own living, instead of their being as formerly in these Provinces, helpless, and objects of pity to their parents and friends. In this year a new piano and cabinet pipe organ were added to the stock of musical instruments; one of the old pianos being required for instruction in tuning. In addition to the Provincial grant of \$1,200 and the sum of \$332 collected by the Superintendent during his tour with the pupils in the summer vacation. Donations and subscriptions were received amounting to \$184, also a legacy of \$100, from the estate of the late Robert Purves of Pugwash.

The following gentlemen were enrolled as life-members, Hon. Robert Boak, subscribing \$100.

James R. Lithgow, Esq., and John Boyd, Esq., of St. John, N. B., subscribing \$50 each.

During the year 1875 the Board of Managers report the number of pupils in attendance to be thirteen. No new pupils were enrolled. They regretfully record the death of Elizabeth LeBrocq, of Georgetown, P. E. I., this being the first death since the opening of the school.

A new piano was purchased for the musical department. During the summer vacation the Superintendent by order of the Board visited the parents of eleven blind children in the eastern part of the Province, with a view of explaining to them the objects of the Institution.

The Superintendent reports the parents of these children to be for the most part in indigent circumstances and unable to contribute anything towards their support at the Institution. The Board therefore urge upon the Government and the public the necessity of an increase being made in their funds, so that the benefits of the Institution may be extended to all. Mr. and Mrs. Blair of Onslow were appointed to the offices of Steward and Matron in the place of Mr. and Mrs. John Dillworth, resigned. The Provincial grant was \$1200 and subscriptions were received amounting to \$157. Also a donation from Mrs. Bauld, senr., of \$200, and a legacy from the estate of the late James McDonald of Pictou County of \$150. Our skilful and invaluable friend, Dr. Dodge, is still with us, now as consulting physician; while Dr. Sinclair has kindly assumed the office of attending physician; Doctor Cogswell, Dentist, continues to give kind

attention to the wants of our pupils when called upon.

For the year 1876, the Board of managers report the school to be in a flourishing condition, eight new pupils were enrolled, three of whom were from the Province of New Brunswick, and five graduated, making the average attendance for the year sixteen. The manufacture of Coir and Rattan mats was commenced during this year. A mat sent to the Provincial Exhibition at Truro, was awarded a certificate of merit. Specimens of articles manufactured by the pupils were displayed in the Nova Scotia department, of the Centennial Exhibition, at Philadelphia. The Institution sustained a severe loss in the death of G. P. Mitchell, Esq., who for many years had performed the duties of Treasurer, and to whose untiring zeal and self-denying industry the Blind are greatly indebted. George Thompson, Esq., was appointed his successor. The managers regret the loss by death of another of their number, Charles Murdoch, Esq. brother of the noble founder of the Institution, who was a member of the Board, from the time of its organization. E. D. King, Esq., was called to the Board to fill the vacancy. The amount of the Provincial Grant for this year was \$1000, and donations to the amount of \$122.75, were received.

The Managers report eighteen pupils as in attendance, in the year 1877. A valuable contribution of books, printed in Doctor Moon's system was presented to the school by Sir Chas. Lowther, Bart. A fine Piano was also added to the stock of musical instruments, and a Branson

Knitting Machine was purchased for the use of the girls work department. During this year efforts were made to secure funds for the erection of a gymnasium and workshops, which were successful.

Mr. David Baird, a graduate of the Institution, was sent by the Board to the Philadelphia "Home for Blind Men," to acquire a more extended knowledge of the handicrafts taught to the Blind. During the summer vacation, the Superintendent, accompanied by the teachers and five pupils, visited twenty eight cities and towns of the Lower Provinces, in each of which a concert and exhibition was given. The proceeds were devoted to the gymnasium fund.

During the Autumn the Institution did not escape from one of those terrible diseases lately so prevalent in city and country. Diphtheria made its appearance, and seven of our pupils, the teacher, Miss Ross, and one of the domestics, were at different times on the sick list. By the mercy of God all recovered but one; a delicate boy of nine years, from New Brunswick, who, although well through the disease, had not sufficient strength to rally, even under the best of treatment. This successful dealing with so dangerous a disease, was due to the professional skill and unwearied attention of the House Physician, Dr. Sinclair, assisted, when required, by Dr. Dodge, the Ophthalmic Surgeon, and the Hon. Dr. Parker. This result was no doubt also largely due to the healthy, well drained buildings, its large airy rooms and halls, and the sound substantial diet with which all are bountifully supplied. In this visitation Miss Ross proved that

she was not only a valuable teacher, but a kind and loving nurse. In these labors and watchings she was cheerfully seconded by the Matron, Mrs. Blair, whose unwearied care and motherly affection assisted greatly in the recovery of the pupils.

Messrs. William Compton and W P. West, were called to the Board, to fill the places made vacant by the retirement of Messrs. E. Smith and E. D. King. The grant from the Nova Scotia Government was \$800, and from that of New Brunswick, \$240. Donations to the amount of \$168 were received, also subscriptions to the gymnasium fund \$772.44. The managers gratefully record two bequests during this year, the first from the late J. M. Walker, Esq., \$500, the latter of the late N. L. West, \$800.

In 1878 the Board report, that since its inception there have been in the school 43 pupils, 26 males and 17 females, of which number 21 are still in attendance. Of the remaining 22, two have died; one by a successful operation, performed by Dr. Dodge, has entirely recovered the sight of one eye; two are music teachers, four Piano tuners, six mechanics, and seven girls, have returned to their homes, able to assist in many of the duties of the household.

The workshops only just completed at the end of the last year, have been found to be of the greatest advantage, as it affords much greater accommodation and gives additional facilities to those formerly possessed. The workshops are at present under the charge of Mr. David Baird, who since taking charge, has proved himself to be a faithful and competent instructor. Dr.

Lawson was appointed house physician in the room of Dr. Sinclair, on the latter's appointment to the Lunatic Asylum. The manufacture of brushes was introduced this year. Towards the close of the year, we parted reluctantly with the services of Miss Ross, who for six years occupied the position of a teacher in the Literary Department. This lady has taken her departure for New Zealand, to reside with her relations. Prior to her leaving, the Board took occasion to present her with a gold watch, as a slight recognition and appreciation of her self-sacrificing spirit, in devoting all her spare time to attending upon and nursing those pupils, who in the previous year had been stricken down by diphtheria. Although frequently urged, Miss Ross would not leave the Institution until her place could be filled to the satisfaction of the Superintendent and managers. This they were enabled to do, in the selection of Miss Forrester, a daughter of the distinguished and revered late Rev. Dr. Forrester, who spent the best part of his life in Nova Scotia, in moulding and developing its educational system.

We have every reason to believe that Miss Forrester will devote to her newly-assumed duties her best energies, and will do all in her power to bring about results that will reflect credit upon herself and redound to the benefit of the Institution.

The Nova Scotia Government granted \$800 and that of New Brunswick \$480, and donations to the amount of \$348 were received, also bequests from the estate of the late Charles Roche, \$100; and from the executrix of the late W. S.

Black, \$250. By the decision of the Judge in Equity the sum of \$2000 was made available to the Institution. The Managers gratefully acknowledge the courtesy of the Railway and Steamboat Lines in passing the pupils to and from their homes at reduced rates. Also the voluntary services of Miss McKie as music reader. They also acknowledge the kindness of S. Sichel & Co., Professors Doane and Bird, and the various musical organizations, in sending the pupils complimentary tickets for the entertainments under their management.

SUPERINTENDENT'S REPORT FOR THE YEAR 1878.

*To the Board of Managers of the Halifax Institution for
the Blind.*

GENTLEMEN :—In this Report, which I now submit for your consideration, I have briefly referred to the various Departments of the school, the progress of the Institution, and the place that should be occupied by the Blind in the General Scheme of Education. The individual members of your Board are personally familiar with much that is herein contained, your frequent visits to the Institution making you conversant with every detail of its internal management, but as these Reports constitute the only available literature respecting the Blind and their education, it is advisable that their circulation be extended to every part of the Maritime

Provinces, in order that the public may fully understand the purposes for which the Institution is sustained, and the sources from whence its annual income is derived.

ATTENDANCE.

There are at the present time, twenty-two blind persons receiving instruction in this school, twenty of whom reside in the Institution, and are classed under the head of pupils,—two are non-residents, receiving instruction in the Workshop, and are classed as adult workmen. Of the twenty-two, seventeen are from Nova Scotia, three from New Brunswick, and two from Prince Edward Island.

LITERARY DEPARTMENT.

The usual routine work of this department has been carefully and systematically carried forward, and considering the disadvantage under which we labor, of not being able to grade the school, on account of its limited numbers, the progress made by the pupils has been most satisfactory. The education afforded embraces all the branches usually comprised in a good English education. I regret that owing to the requirements of other departments, no new books have been purchased for the school. The increase of our library of raised print books, is of the greatest importance to the pupils, and the presentation to the Institution of one or more standard works, by the philanthropists of Canada, would soon place within reach of the Blind a storehouse of information, affording them at the same time profitable reading and genuine pleasure. The

average cost of a book in raised characters is four dollars.

READING.

Our pupils are taught to read from books of embossed or raised print. The idea of raised print for the blind was first conceived by a Frenchman named Valentine Hauey, in 1784. He used the ordinary Roman capitals. Since that time books have been printed in lower case letters, the shapes of which have been somewhat modified by Dr. S. G. Howe, of Boston. The letters having a more angular form. This print is easily learned by young children, but pupils who are over 16 years of age prefer to learn the Braille characters. This system was introduced by Braille, an eminent blind Frenchman, in 1839.

His system consists of an ingenious combination of from one to six dots arranged in such a way that a sign or letter may be made by combining one or more of them, for example: G, ::, Q or Y ::, For ::. These point characters are more legible than the ordinary line letter, but the durability of this print is not so great.

ARITHMETIC.

Our pupils use a cyphering slate, which consists of a board pierced with holes $\frac{1}{8}$ of an inch square, and glass type to represent numbers.

These types are of two kinds, 1st—Those having at one end a slight elevation at the corner, and at the other a corresponding depression. With these types eight figures may be represented. 2nd—Those having at one end a raised diagonal line, and at the other end presenting a

plane surface, with this form of type two figures can be made. By the use of these two type any combination of figures can be readily set down; still when practicable pupils are encouraged to perform their calculations mentally.

WRITING.

Pupils are taught to write by the aid of the French writing board. This consists of stiff cardboard, crossed at regular intervals by a number of parallel grooves, into which the paper is pressed. These grooves forming at the same time a guide in which to write, and also determining by their width the height of the letter. The letters are detached as in printed matter and have a square form. The pupils are also taught to write the Braille characters (before mentioned) by means of a board covered with baize, across the frame of which a brass plate or ruler is placed perforated with two rows of rectangular cells. This plate is moveable downwards as the writing progresses. In each of the cells a sign or letter may be made. By means of this method the blind can write short lessons, keep their own accounts, and correspond with each other.

GEOGRAPHY.

A year ago your Board imported for the school department a number of maps with keys in raised print, also a globe. These maps are embossed on stiff cardboard, the surface of the land being slightly elevated above that of the ocean.

The boundary lines and mountain ranges being marked by still greater elevations, while the

courses of the rivers are indicated by depressed lines. The position of cities, towns, rivers, &c., are represented by Braille figures, the meaning of which may be easily ascertained by reference to the keys. The remaining studies such as Grammar, Spelling, History and Natural Philosophy are taught orally, or by the aid of raised printed books.

I have much pleasure in stating that the pupils have made satisfactory progress in all the branches taught.

MUSICAL DEPARTMENT.

The cultivation of Music, as an art, both in theory and practice, offers to the Blind a future of useful and pleasing employment. As teachers of this art, they have everywhere been eminently successful, and it is without exception one of the most remunerative professions in which they can engage. The want of thoroughly trained teachers of vocal and instrumental music, in this section of Canada, affords an extended field for the employment of our graduates, and it is most gratifying to find that those who have been trained in this Institution, who are now teaching music, are meeting with every encouragement, and are able to support themselves. Every pupil is given an opportunity to study music, and, if their progress warrants the belief that they will ultimately succeed in obtaining a diploma as a competent teacher, no pains is spared in thoroughly qualifying them for the profession. There are at present, sixteen pupils studying music. Our stock of instruments consists of five

pianos and one cabinet organ, to which another piano should be added, as soon as the funds at your command will allow of its purchase. To make this department more efficient, it is also advisable that a commencement be made towards forming a band. There are many companies, societies and individuals possessing suitable brass and reed instruments, which are of no service to them, who would be furthering a good object were they to lend or present the same to the Institution.

TUNING DEPARTMENT.

The tuning of piano-fortes offers a large field for the profitable employment of our graduates, in which the loss of sight is more than compensated for, by the acuteness of their sense of hearing, which enables them to accurately determine the pitch of any tone. W. McB. Smith, of Norton, N. B., graduated creditably from this department at the close of the last term, and has now returned to his native province. Four graduates hold certificates from this department, four pupils are now receiving instruction in this special branch. The public were at first somewhat timid about trusting their valuable instruments in the hands of a tuner deprived of sight, but yielding to a generous impulse to encourage those whose deprivation prevented their engaging in but few callings, they gave them employment for a time on trial. The results have proved so satisfactory that our tuners are now engaged without hesitation.

WORK DEPARTMENT.

Our new building which had just been completed at the date of our last report, is found to be well adapted for the purpose for which it was erected. The second floor, which is used as a workshop, is divided into six sections, each of which is designed for a special trade, the whole being so arranged, as to be under the control of one instructor. Four of these sections have been fitted with the requisite tools and machinery and are in working order. We are now prepared to give our pupils instruction in cane-seating, broom, mat and brush making,—the manufacture of brushes has been extensively carried on. As we desire to sell the articles manufactured, we would respectfully invite the public to visit the work-shop, and bestow on us a share of their patronage. The work-shop is open eight hours each day during the week, Saturday afternoon excepted. It is on the profitable employment of its people, that the advancement of every country must depend, and it is the duty of all Institutions of this character to train and prepare for useful occupation, those who cannot elsewhere obtain the required knowledge. Realizing the importance both to the individual and the public of utilizing a non-working class, your Board have liberally granted instruction in handicrafts to three young men, whose ages prevented their taking advantage of the course prescribed for the regular pupils. This action, on your part, deserves every encouragement from the public, whom you have thus relieved from the indirect burthen of their support.

GIRLS' WORK DEPARTMENT.

The girls have received instruction in plain sewing, knitting, fancy, bead, and wool work, the use of the sewing and knitting machines, &c. We are all aware how necessary it is, that ladies should possess a knowledge of all kinds of plain and fancy work, but to the Blind these useful pastimes make pleasant many an hour that would otherwise be cheerless indeed. It is therefore our earnest wish to so train our pupils, that they may find useful employment after they leave the Institution, believing that their future happiness depends entirely on their ability to do and provide for themselves.

HEALTH.

The excellent health of the pupils during the past year is due in a measure to the opportunity they have had of obtaining systematic exercise. In this, as in former years, every care has been taken to provide them with a nutritious diet, and ample time has been allowed for sleep, but we have been unable to afford them exercise during the winter season,—this is now no longer the case, the liberality of the public having provided us with a splendid gymnasium, which occupies the greater part of the first floor of the new building. During the past winter, the pupils were trained in gymnastics by Instructor Kay, of H. M. 20th Regiment. The average development of each pupil is as follows :

	inches.
Fore arm,	.6
Upper arm,	1.1
Chest,	2.5
Attendance,	45 days.
Average age,	17 yrs, 6 mos.

The average absence from school on account of sickness in former years has been from two to five days for each pupil. During the past year, but one pupil was slightly indisposed for two days, reducing the average for the school to less than two-tenths of a day for each pupil.

MISCELLANEOUS.

It is with great difficulty and at no small expense, that we are able to obtain information respecting the Blind, and there are doubtless still some in the Province, of whose existence we are not aware. Statistics respecting these children were taken in the last census of the Dominion of Canada, and are deposited in the Department of Agriculture, in Ottawa, but owing to a regulation of the Government, they cannot be opened for our inspection. I trust that the Members for Halifax will bring this matter to the notice of the Dominion Government, and obtain from them a copy of all statistics relating to the Blind, by supplying which, the Government will greatly assist the Institution in its work, and benefit many blind children who otherwise might be overlooked. The following statistics have been gathered from the "Report of the Commissioner of Public Instruction," published at Washington,

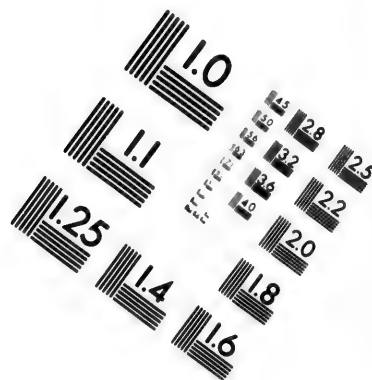
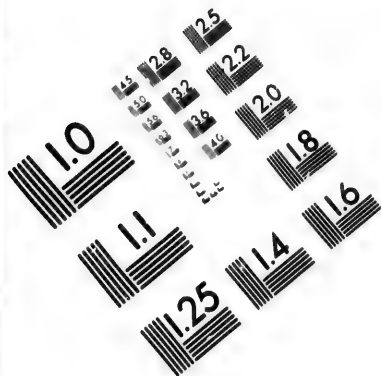
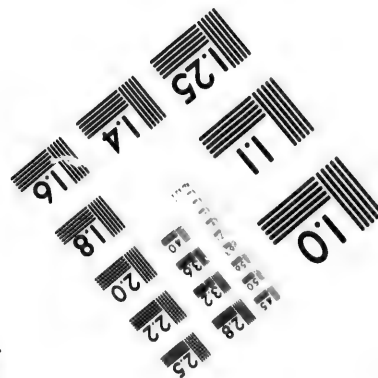
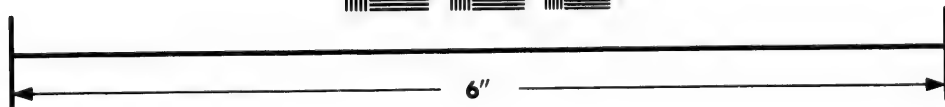
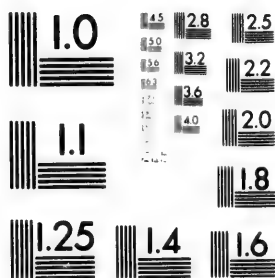


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in the year 1875. They show the annual cost of educating the Blind in fourteen States of the United States,—to these I have added the cost of their education in Ontario, and Nova Scotia.

Expense per Pupil.

Georgia Institute.....	\$350.00
Illinois Institute.....	303.03
Indiana Institute.....	309.60
Iowa Institute.....	258.06
Kentucky Institute....	265.23
Maryland Institute.....	278.43
Massachusetts Institute.....	228.40
Minnesota Institute.....	266.66
New York Institute.....	292.00
Ohio Institute.....	323.41
Pennsylvania Institute.....	361.04
Tennessee Institute.....	263.15
Texas Institute.....	400.00
Wisconsin Institute.....	336.77
Ontario Institute.....	200.00
Nova Scotia Institute.....	150.00

The foregoing statistics prove most conclusively that your Board have administered the affairs of the Institution in a most economical manner, but the funds at your command will not allow of any increase being made to our present number of pupils. This is much to be regretted, as there are still many blind children in this and the neighbouring Provinces, who should now be in the Institution. In their interest, I would urge the respective governments to place the Deaf and Dumb and the Blind on the same liberal footing as children blessed with sight, by

adding to their existing school laws, such a clause as will make special provision for those whose misfortune prevents their taking advantage of the instruction now provided. Without such provision our school law is manifestly incomplete, as education cannot be said to be free to all, whilst these two classes are but partially provided for. In conclusion, let me thank your Board, on behalf of the Blind, for the interest you have evinced in their welfare and the earnest efforts you have ever made to secure to them the blessings of a liberal education. Allow me also to congratulate you on the creditable reputation that this Institution has obtained both at home and abroad.

All of which is respectfully submitted.

C. F. FRASER.

OPINIONS OF THE PRESS.

MORNING CHRONICLE, 25th March, 1879.

THE BLIND ASYLUM CONCERT.—The annual concert and exhibition of the Pupils of the Halifax Institution for the Blind, took place in Freemasons' Hall last night before a large audience. From a musical point of view the entertainment was a decided success. The Cheruses were beautifully sung, while the Piano and Vocal Solos, Duets and Trios, would have done credit to professionals. During an intermission, an exhibition was given of the scholastic attainments of the pupils, which proved them to be quick-witted and well taught. A recitation, "The Charge of the Light Brigade," by little Master George W. Theakston, was capably delivered. When "God save the Queen" closed the performance, the audience left more than satisfied.

MORNING HERALD, 2nd April, 1878.

The Concert given by the Pupils of the Halifax Institution for the Blind at Mason Hall last evening, was the best ever given by them. The various pieces sung showed how skilfully the pupils are trained, and what high degree of perfection in the study and execution of the "Divine Art" they are capable of reaching. Although the audience was large and appreciative, still the state of the weather must have deterred many from attending. The wish was generally expressed for a repetition of the Concert, so that those who missed the rich treat afforded last night, may have an opportunity of enjoying it. We heartily congratulate Mr. Fraser, the Superintendent, on the success and proficiency of his pupils; while the Managers of the Institution are to be congratulated for placing over the inmates an accomplished gentleman, who evidently spares no pains in developing the various talents of those committed to his charge, and fitting them to occupy places in life, beneficial to themselves and creditable to the Institution. The Halifax School for the Blind already ranks high among its sister institutions in other parts of the world; and, judging from what we witnessed last night, it will not be long before it takes a first place. As it is, Halifax has reason to be proud of its Institution and those interested in it gratified at its progress.

HALIFAX EVENING REPORTER AND TIMES, 2nd April, 1878.

The Concert by the Pupils of the Institution for the Blind at Freemasons' Hall last evening, was well attended, considering the state of the weather. The musical programme was admirably carried out;—the execution reflecting great credit on all concerned. In reading, geography, history, and the rudiments of music, the pupils exhibited marked ability, creditable to themselves, and to their teacher, Mr. Fraser, who evidently seems to be the right man in the right place. Perhaps the most remarkable feature was the rapidity of their arithmetical calculations, which amused and astonished everybody. The entertainment was a great success, and gave much satisfaction to the audience.

ACADIAN RECORDER, 2nd April, 1878.

Among the many entertainments presented to the citizens of Halifax during the past winter, few, if any, can favorably compare with that given last night, by the pupils of the Institution for the Blind. Mason Hall was well filled, and at eight o'clock a programme of very interesting music was commenced, under the direction of Mr. Fraser, the teacher of the Institution who is like his pupils devoid of sight. On the platform a large and interesting collection of work, executed by the pupils, was on exhibition; brushes, upholstering, chair seating, by the boys; specimens of straw work, photo frames, wall pockets, etc., etc., Berlin wool work, knitting, etc., by the girls.

The specimens exhibited were creditable to the young people, and taking the evening's exhibition as a sample of the training given to the pupils, we must say the Institution deserves to succeed; and we hope that the Legislature will see their way clear to give them a grant this year, as they have done for the past two.

OPINIONS OF PROFESSIONAL MUSICIANS.

Professor ARNOLD DOANE expresses himself, as regards one of the Concerts given by the pupils, in the following manner:—

"The Concert of Monday evening, given by the pupils of the Institution for the Blind, was one of the most enjoyable and improving entertainments of the season. I think the whole performance was, not only highly interesting, but in every way creditable to both teacher and pupils;—the instruction given and progress made being evidently of a solid character. I was never before present at one of your examinations in reading, etc,—those exercises were therefore quite new to me, and pleased me very much. I would therefore heartily recommend all lovers of music to avail themselves of the first opportunity afforded them to attend one of these very popular concerts."

A. DOANE.

Professor BIRD, Organist of St, Mathews, gives his opinion as follows:—

"Having been present at the last Concert given by the Pupils of the Institution for the Blind, I take much pleasure in expressing my surprise and gratification at the proficiency shown by all the performers. I was particularly delighted with the piano-forte playing, especially with the praise-worthy performance of that difficult Sonata Op. 27, No. 2. of Beethoven, by one of the senior pupils, who possesses not only technical ability, but also that musical knowledge so necessary to a successful performance of such classical works. I trust that you may meet with still greater success at your next Concert.

ARTHUR H. BIRD.

The following is Mr. PORTER's opinion:—

"It having been my privilege to attend the last Concert and Exhibition given by the Pupils of the Halifax Institution for the Blind, it gives me much pleasure to endorse the opinions heretofore given, and to add my expression of unqualified

satisfaction with the Entertainment. I was particularly impressed with the musical portion of the programme, which gave evidence of very careful preparation, not only were the selections of high standard, but their rendition was most commendable, showing careful training of the voices in those important requisites of good Chorus singing, viz. : uniformity of tone, perfect pitch, good pronunciation and time. I trust that their Concerts on this tour may prove as financially successful as on former occasions."

A. W. PORTER, Prof. of Vocal Culture.

"As the talented pupils of the Halifax Institution for the Blind are about undertaking an extended tour throughout the Maritime Provinces, for the purpose of giving Concerts and School Exhibitions. I have much pleasure in recommending their Entertainments to the patronage of the public, and hope that their efforts will be fully appreciated, and may meet with

S. SICHEL.

opinion

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PROGRAMME

Of 90 Choice Selections of Vocal and Instrumental Music, committed to memory by the Pupils of the Halifax Institution for the Blind, prepared by them during the School year of 1878-79, for their Concert tour through Newfoundland, and the Eastern part of Nova Scotia.

SONGS.

1. The Heart bowed down with Grief and Care.
"Bohemian Girl,"—*Balfe.*
2. You Remember Me,
Ditto.
3. Rocked in the Cradle of the Deep,
J. P. Knight.
4. The Old Sexton.
5. Near the banks of that lone River.
6. Faith and Hope.
7. Among the Heather.
8. Courting in the Rain.
9. The Poultry Convention.
10. I saw Esau.
11. Comin' thro' the Rye.
12. Robin Adair.
13. Deep in My Heart.
14. Let Me Dream Again.
15. Sing, Sweet Bird.
16. Alas!
17. Once Again.
18. Bird of Love.
19. Hush thee, My Baby.
20. Don't forget Me.

SONGS—DUETS.

21. La Ci. Darem,
Mozart.
22. What are the Wild Waves Saying.
23. Larboard Watch.
24. The Minute Gun at Sea.
25. When the Swallows Homeward Fly,
Abt.
26. The Musical Trial,
J. B. Woodbury.

SOLOS AND CHORUSES.

27. Oh! Gently Breathe, *J. S. Thomas.*
 28. Eileen Elannah.
 29. Gathering up the Shells from the Sea-shore, *N. Thompson.*
 30. Wait, Little Birdie.
 31. Hard Times, *Foster.*
 32. The Birdie's Ball.
 33. Our Cousins are Coming, *Thompson.*
 34. Merry, Merry, Merry Bells.

CHORUSES.

35. Fairy Moonlight.
 36. March of the Men of Harlech, *Joseph Barnley.*
 37. The Wanderer's Return, *Arnold Doane.*
 38. The Gipsy's Chorus, "Bohemian Girl,"—*Balfé.*
 39. Land of the Trumpet and the Spear.
 40. Joy, Joy, Freedom To-day.
 41. Away! Away!
 42. Home, Sweet Home!

SELECTIONS FOR MALE VOICES.

43. Stars of the Summer Night.
 44. There is Music in the Air.
 45. That Lady in the Cars.
 46. Peter Gray
 47. Upidee, idee, ida.
 48. Faded Flowers.
 49. The Last Good-Bye.
 50. Little Sam.

SELECTIONS OF SACRED MUSIC—SONGS.

51. Absalom, My Son! My Son! *Mrs. Lindsay.*
 52. Resignation, *Ditto.*
 53. Sabbath Bells.
 54. Flee as a Bird.
 55. Tired, *Mrs. Lindsay.*
 56. Consider the Lilies.
 57. There is a Green Hill.
 58. One Sweetly Solemn Thought.

Mozart.

Abt.
odbury.

QUARTETTES.

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| 59. Oh! Trust in God, | <i>Beethoven.</i> |
| 60. Come, Holy Spirit, | <i>G. W. Warren.</i> |
| 61. Sound the Loud Timbrel, | <i>Hullah.</i> |
| 62. Come Unto Me, | <i>George H. Martin.</i> |

SELECTIONS FROM HYMNS OF MOODY AND SANKEY.

63. There were Ninety and Nine.
64. Precious Name.
65. That will be Heaven for Me.
66. Safe in the Arms of Jesus.
67. The Half was Never Told.
68. To the Work, to the Work.
69. The Life Boat.
70. Go, Bury Thy Sorrow.

SELECTIONS FOR PIANO-FORTE.

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| 71. The Cradle Song, | <i>Gottschalk.</i> |
| 72. March, Delta Kappa, | <i>Alfred H. Pease.</i> |
| 73. Auld Lang Syne and Mocking Bird, | <i>Hoffman.</i> |
| 74. The Last Hope, | <i>Gottschalk.</i> |
| 75. Home, Sweet Home, | <i>Thalberg.</i> |
| 76. The Priest's March, | <i>Mendelssohn.</i> |
| 77. Oberon, | <i>Farveger.</i> |
| 78. Wedding March, | <i>Mendelssohn.</i> |
| 79. Tara's Halls, | <i>H. M. Pape.</i> |
| 80. Showers of Pearls, | <i>A. H. Osborne.</i> |
| 81. Silver Trumpet March, | <i>Gounod.</i> |
| 82. Alice, | <i>Archer.</i> |
| 83. Moonlight Sonata, | <i>Beethoven.</i> |
| 84. Amorosa, | <i>Egghard.</i> |
| 85. Moonlight Waltz, | <i>E. Leedham.</i> |
| 86. Bohemian Air, with variations, | <i>Czering.</i> |
| 87. Overture to Tancredi, | <i>Rossini.</i> |
| 88. Revue Melodique, | <i>Beyer.</i> |
| 89. Overture to Caliph of Bagdad, | <i>Offenbach.</i> |
| 90. Wedding March, arranged for 8 hands, | <i>Mendelssohn.</i> |

Beethoven.
F. Warren.
Hullah.
H. Martin.

KEY.

Mottschalk.
H. Pease.
Hoffman.
Mottschalk.
Thalberg.
Friedelssohn.
Forveger.
Friedelssohn.
M. Pape.
Osborne.
Gounod.
Archer.
Beethoven.
Egghard.
Friedham.
Czering.
Rossini.
Beyer.
Friedbach.
Friedelssohn.